Erasing the Color Line

NFL ALUM KARITA FLEMING IS
To Finish the Season a Winner, You Need Hard Work and CDE

- LD Case Series. (3 or more verbatim cases on both sides, blocks, analysis on each new topic. 50-120 pages an issue.) $79 for 2010
- Public Forum Case Series. (2 or more complete cases both sides, blocks, topic analysis, to you before start of each topic, 40-90 pages an issue.) $79 for 2010
- Volume 2 of ADVANCED EXTEMP. Introductions, vocabulary, drills. $45
- Second Edition of ECONOMICS FOR EXTEMP AND DEBATE. A wonderful tool. $29
- INTERNET RESEARCH Book, all new third edition. Incredible illustrations and tools. $29
- GOOGLE Research Book. Tools and techniques you don’t know. It just gets better and better. $26
- TEACHER'S INTERNET RESOURCE BOOK. Become a better coach and a smarter researcher. $26
- 4 VOLUME NEGATIVE HANDBOOK SET ON POVERTY. (743 pages, 100s of negative blocks, generic disads, kritiks, topicality, case turns, counterplans. Paper or e-mail)
- AFFIRMATIVE CASES BOOK. (488 pages, answers to generics plus 1AC [and extensions] for After School, Benefit Bank, Birth Control, Child Abuse, Children, Child Support, Disabled, Natural Disasters, Education, Gays & Transsexuals, Housing, IDA, Medical Care, Legal Aid, Mental Illness, Native Americans, Prison, Justice Reinvestment, Rural Public Works.) $51 on paper or only $98 with handbooks e-mail.
- SUMMER CAMP KILLERS. (546 pages with full spy list of what came out of the camps. Largest block sections [400+ pages] are case specific negative attacks and generic disadvantages.) $41

TO ORDER (or for more information) phone 575-751-0514 or e-mail bennett@cdedebate.com or go online to www.cdedebate.com
We invite you to join us for the 17th Annual UT National Institute in Forensics, and to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country.

www.utspeech.net
www.utdebatecamp.com

Projected UTNIF 2010 program dates:

<table>
<thead>
<tr>
<th>Session</th>
<th>Arrival</th>
<th>Departure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Events</td>
<td>June 22, 2010</td>
<td>July 6, 2010</td>
</tr>
<tr>
<td>Individual Events + Extension</td>
<td>June 22, 2010</td>
<td>July 10, 2010</td>
</tr>
<tr>
<td>CX Debate Session 1 (Marathon &amp; Experienced)</td>
<td>June 20, 2010</td>
<td>July 9, 2010</td>
</tr>
<tr>
<td>CX Debate Session 2 (Marathon &amp; Experienced)</td>
<td>July 12, 2010</td>
<td>July 31, 2010</td>
</tr>
<tr>
<td>CX Debate Supersession/Survivors</td>
<td>June 20, 2010</td>
<td>July 31, 2010</td>
</tr>
<tr>
<td>UTNIF CX Novice</td>
<td>July 16, 2010</td>
<td>July 25, 2010</td>
</tr>
<tr>
<td>Lincoln-Douglas Debate</td>
<td>July 12, 2010</td>
<td>July 25, 2010</td>
</tr>
<tr>
<td>Lincoln-Douglas Debate + Extension</td>
<td>July 12, 2010</td>
<td>July 30, 2010</td>
</tr>
<tr>
<td>UIL Focus CX Minisession A</td>
<td>July 13, 2010</td>
<td>July 19, 2010</td>
</tr>
<tr>
<td>UIL Focus CX Minisession B</td>
<td>July 21, 2010</td>
<td>July 27, 2010</td>
</tr>
</tbody>
</table>
The Diversity of Debating

by Jason M. Jerista,
Lincoln Financial Group

Simply put, diversity enriches debating. Individuals from diverse backgrounds can leverage their unique life experiences to answer the pressing questions of our time. By offering differing perspectives, a diverse group of individuals can collaborate to craft innovative arguments that would have gone undiscovered by a homogenous group. Melding groups with different interests, ideas, and cultural and economic backgrounds can help members of the National Forensic League more critically analyze topics, conduct research, and formulate lucid arguments. The experiences you will gather by creating a diverse team can help uncover new ideas and opportunities to strengthen your presentations. By having an educator, friend, and/or family member hear your arguments, they may be able to share their perspectives with you, which may help you improve your arguments. Incorporating diverse views in your debating practice can help you to become a more complete debater.

In addition to helping you at NFL competitions, participating on diverse teams and embracing new perspectives can help you in your career. Generally speaking, cross-functional teams, which include members from a variety of departments, are growing in popularity across a number of industries. By laying a solid foundation as a member of the NFL, you will be able to quickly adapt to being a member of a cross-functional team. When you face tough questions at work, you will be well-equipped to gather ideas from multiple sources and experts from different backgrounds to help you find the optimal solution. Regardless of where you decide to spend your career, your exposure to diversity and your ability to bring people and ideas together will contribute to your success.

Understanding the importance of diversity through the NFL will also positively impact your community. Although it may be easy to identify ways that others are different from you, I encourage you to find similarities. Every person in the world has at least one thing in common. Whether it is a favorite sport or movie, having a younger sibling, or a desire to travel the world, there is always something that you share with someone else. Sometimes it is more difficult to identify commonalities, but inevitably, they are there. It is your challenge to find the common ground between yourself and people who, on the surface, may seem to be completely different. By finding common bonds, you will be able to build connections and relationships which will make you a stronger debater, a more valuable professional, and a more well-rounded person. Ultimately, appreciating and effectively leveraging diversity will be an asset to you, your NFL team, and your community.
Dear NFL,

On October 6, 2009, my son (a South Korean adoptee) became a United States citizen. At 19 months old, I am certain that he does not understand the significance of that day in the Fond du Lac County courthouse. He does not yet know the rights and privileges that will be afforded him, nor the responsibilities he will have as a member of a future generation of potential leaders. As he grows, he will begin to understand the diversity of opportunities available. His education and character will be shaped by his experiences. As a father, I can only hope that the people my son meets, the schools he attends, and the organizations he chooses provide every opportunity for growth. As the Executive Director of the NFL, I say that the NFL must be one of these organizations.

This month’s issue of Rostrum serves to further open our eyes to the importance of providing a sound educational future for our young people. At the core of the NFL’s mission is its commitment to promoting forensic activities to a diverse population of students. This understanding and focus is being conceptualized through the NFL’s new Diversity Challenge Initiative. Our anchor project in this program is NFLtv.org, a video portal built to provide essential access to key resources and serve as a living history of the League.

During 2010, the NFL plans to expand its scope of resources and partnerships to allow for diverse opportunities and diverse participation. The time has come to make the educational experience that is available through forensic competition accessible to the masses. NFL history is packed with stories of students who have turned their unique training in forensics into skills that led to key societal decision-making and impact.

I encourage all member coaches and students to join in the initiative to expose NFL activities and benefits to the entire educational community.

Sincerely,

J. Scott Wunn
NFL Executive Director
NFL Hall of Fame Nominations Due!

Nominations must be postmarked no later than February 2, 2010.

Mail nominations and coach biographies (300 word limit) to:

Sandy Krueger | National Forensic League
PO Box 38 | Ripon, WI 54971
or e-mail to:
sandy.krueger@nationalforensicleague.org

Topic Release Information

Lincoln Douglas debate topics are available by calling the NFL Topic Hotline at 920-748-LD4U (5348) or by visiting www.nflonline.org/Topics.

LD Topic Release Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>September-October Topic</td>
</tr>
<tr>
<td>October 1</td>
<td>November-December Topic</td>
</tr>
<tr>
<td>December 1</td>
<td>January-February Topic</td>
</tr>
<tr>
<td>February 1</td>
<td>March-April Topic</td>
</tr>
<tr>
<td>May 1</td>
<td>National Tournament Topic</td>
</tr>
</tbody>
</table>

Public Forum Topic Release Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>September Topic</td>
</tr>
<tr>
<td>September 1</td>
<td>October Topic</td>
</tr>
<tr>
<td>October 1</td>
<td>November Topic</td>
</tr>
<tr>
<td>November 1</td>
<td>December Topic</td>
</tr>
<tr>
<td>December 1</td>
<td>January Topic</td>
</tr>
<tr>
<td>December 15</td>
<td>February Topic</td>
</tr>
<tr>
<td>February 1</td>
<td>March Topic</td>
</tr>
<tr>
<td>March 1</td>
<td>April Topic</td>
</tr>
<tr>
<td>May 1</td>
<td>National Tournament Topic</td>
</tr>
</tbody>
</table>

Policy Debate Topic for 2010-2011

- Topic synopsis and ballot printed in October Rostrum
- Final ballot for Policy Debate topic in December Rostrum
- Topic for 2010-2011 released in February Rostrum
Cover Story

28 Erasing the Color Line: Karita Fleming Breaks Boundaries as a Confident Woman of Color

In Every Issue

2 Essay from Lincoln Financial Group
3 Letter from the Editor
9 How are YOU Giving Youth a Voice?
33 Student of the Year Spotlight
43 Curriculum Corner
47 NDCA Coaches Corner
48 Event Exploration
50 Billman Book Club

In This Issue

4 Hall of Fame Nominations
7 Board Election Information
12 Announcing the NFL's Diversity Challenge Initiative and NFLtv.org
15 Becoming a Powerful Public Speaker: Using Imagery to Captivate Your Listeners  
   by Steven D. Cohen
17 The Eight Myths of Coaching (and Teaching)  
   by William H. Bennett
21 Hey Orators, You Can Be Melodious Without Being a Poet  
   by Wayne C. Mannebach, PhD
27 Donus D. Roberts Quad Ruby Coach Recognition
37 Nothing Special About K: A Rejection of Kritiks in LD  
   by Justin Bowles
39 Rostrum Survey
52 Academic All Americans
54 Standings Report
56 Welcome New Affiliates
Did you know?

Over 30 speech and debate titles ready to download at your fingertips!

www.nflonline.org/community/catalog

The NFL offers a growing library of downloadable resources in the online store!

Popular resources from CDE, The Interp Store, and Victory Briefs are available instantly, from your own computer.

You can find them in the same great store where you already find DVDs, honor society insignia, and more!
Election Year for Board of Directors

Election of Board Members shall be conducted in even-numbered years as follows:

- Any member coach with five years of NFL coaching experience and any current or past District Chair may become a candidate for the Board of Directors by so advising the Executive Director in writing before February 1, 2010 by certified mail.

- Present members of the Board of Directors whose terms expire on July 31 shall become candidates for re-election by filing a written statement with the Executive Director by February 1, 2010 by certified mail.

- No person may be a candidate or serve as a member of the Board of Directors if he or she will reach 70 years of age before or during his or her term in office. This rule does not apply to the Administrative Representative who is appointed by the Board of Directors every two years.

- Each candidate shall be allotted one Rostrum column, unedited by the NFL National Office, to support his/her candidacy. The column must be no longer than 400 words in length and must be submitted in writing to the Executive Director by February 1, 2010 by certified mail. Each candidate may include a photo to accompany the column.

- Each provisional, member, and charter chapter school shall be mailed a ballot on which the candidates’ names appear in an order drawn by lot and on which the school shall vote for four candidates. A chapter’s active members and degrees (total strength) on record in the National Office on May 1, 2010 shall determine the number of votes it is allotted. A charter chapter will be granted the number of votes equal to its total strength. Provisional and member chapters shall be granted the number of votes equal to one-half their total strength.

- All seats are not up for election. Board members Don Crabtree, Harold Keller, Pamela McComas, and Timothy Sheaff were elected in 2006, and their seats are up for re-election in 2010.

Ballots will be mailed to schools on April 1, 2010.

Schools not receiving a ballot by April 9, 2010 should contact the National Office.

Reminder: The deadline for returning ballots is (postmarked) no later than May 1, 2010.

Results will be posted at www.nflonline.org on May 14, 2010.
The parents of the students featured here made recent gifts to the Bruno E. Jacob Youth Leadership Fund in honor of their 2009 National Tournament competitor. Their generosity supports the NFL in giving youth a voice for generations to come!

Student: Helene Dick  
Sacred Heart High School, MS

Student: Allison Feikes  
La Porte High School, IN

Student: Anna Hamilton  
Topeka High School, KS  
Parents: Sylvia and James Hamilton, Jr.

Student: Douglas W. Hickey  
Sayre Area High School, PA  
Parents: Timothy and Elizabeth Hickey

Student: Emily Kemp  
Boone County High School, KY  
Parent: Harriet Kemp

Student: Joe Kozal  
Scottsbluff High School, NE  
Parent: Ruth Kozal

Student: Nikki Luke  
Blacksburg High School, VA  
Parents: Tim Luke and Kay Heidbreder

Student: Colin McElhinny  
Cathedral Prep High School, PA  
Parents: Michael and Karen McElhinny

Student: James Mersol  
University School, OH  
Parents: Gregory and Elaine Mersol

Student: Lauren Phelps  
Myers Park High School, NC

Student: Chandler Rosenthal  
Berkeley Carroll School, NY

Student: Karie Schultz  
Highlands Ranch High School, CO  
Parents: Mark and Rita Schultz

Student: Susan Taylor  
Liberty Senior High School, MO

Student: Anthony Wang  
Solon High School, OH  
Parents: Zhiyu and Meiju Wang

Student: Logan Warberg  
Glacier High School, MT  
Parent: Lori Warberg

Student: John Weinstein  
Lincoln-Sudbury Regional High School, MA  
Parent: Kerry Weinstein

Student: Tyler Weston  
El Dorado High School, CA

Student: Rachel Yang  
San Marino High School, CA

Student: Michael Zehner  
Moffat County High School, CO

Please send your tax-deductible donation to: Bruno E. Jacob Youth Leadership Fund, PO Box 38, Ripon, WI 54971  
Or visit us online: www.nflonline.org/Giving/Bruno
How are YOU Giving Youth a Voice?

by Bethany Rusch

Individuals across the country are giving NFL youth a voice each day. Each month, an NFL giver will be featured in this format to highlight the incredibly dedicated efforts of parents, coaches, students, alumni, and other supporters. Our long-standing tradition of excellence in high school speech and debate education will shine through the stories of our lifeline—YOU.

“Shalom, Knoxville Jewish Alliance,” Jeff Gubitz answered on the other line when contacted recently by the NFL. Being the Executive Director of a community-wide non-profit organization, Gubitz is an expert at wearing many hats. His ability to balance his many responsibilities and think on his feet began during his high school days as an extemper when he completed his “apprenticeship for life” in forensics.

Growing up Jewish in a world splintered by World War II, Gubitz’s parents never had the opportunity to be involved in speech and debate. Still, they insisted that he join the forensic team at Munster High School (Munster, Indiana) and supported his participation throughout his four years in the NFL. His father got up many Saturday mornings at 2am to ensure that Gubitz made it to the school bus on time. “I remember the girls with curlers in their hair, bundled up in blankets for our early morning treks,” Gubitz says. His mother made sure he had the right clothes to compete and that he went to bed early on Friday nights, after temple, to be prepared for his weekend tournaments. While neither of his parents attended college, his father’s love of reading and current events made him uniquely prepared to serve as a judge at tournaments. “He fit the speech and debate culture perfectly,” states Gubitz.

Gubitz’s parents were quite proud of their son’s forensic talents, which emerged while he was a domestic and international extemper. As a sophomore, Gubitz moved into Dramatic and Humorous Interpretation as well as Radio Broadcasting. He added Poetry into the mix as a junior and went on to win the Indiana State High School competition as a senior. He placed 3rd in Dramatic Interpretation as a senior at the 1969 NFL national tournament in Washington, DC, with a cutting from Marty. “Attending nationals was such a neat culmination of high school and a transition into college and professional life. I’d never been on an airplane or even a college campus before, and here I was at George Washington University, having the opportunity to meet Sen. Karl Mundt,” says Gubitz. He credits not only his parents, but Hall of Fame coach Helen Engstrom with his success in high school. Ed Burkhardt, Tom Whitely, and Pat (Francoviac) Bengert were also instrumental members of his speech and debate coaching team at Munster High School. “I was coached by NFL legends,” he recalls.

Gubitz attended college at Indiana University, earning a Bachelors degree in Germanic Languages and Political Science through a foreign studies partnership program. He went on to earn his Masters in Public Administration from Indiana University. He worked as public transit manager in Knoxville for nearly a decade and...
About the Author
Bethany Rusch has been serving the League as Director of Development since July 2008, working to secure funds needed to support speech and debate education across the country.

then spent time in both the public and private sector in Ft. Wayne, Indiana before moving into his current role as Executive Director of the Knoxville Jewish Alliance, which is the perfect blend of his passion and experience as an administrator. Over the course of his career, Gubitz has been tapped by countless organizations to present programs on the Holocaust, Judaic practices and heritage, and other world religions. “Without Extemp, I would not have the ability to be such a quick study and think on my feet,” he says.

Gubitz has continued the family focus on forensics throughout his life, with his children Ron and Jennifer competing in the interpretation events in both middle school through the NJFL and high school in the NFL. His youngest daughter, Leslie, was also active in the fine arts. It’s no surprise that Gubitz first met his wife, Charlene, in the activity, having judged her performance of Fiddler on the Roof during a high school competition when he was in college. It wasn’t until they began dating much later that the two realized they had met several years earlier. She regularly reminds him that he did not give her the win in that round!

When pressed as to why he recently financially contributed to the NFL’s Bruno E. Jacob Youth Leadership Fund, Gubitz’s answer came quickly. “The NFL taught me how to make friends, how to be comfortable in a room full of strangers, how to quickly research and prepare. I learned how to multitask, tell a story, and deal with the news media. In my career in private, public, and not-for-profit work spanning nearly 35 years, my forensic education has served me well. It was the greatest investment in my future my parents gave me. It made me who I am today,” said Gubitz. “You can’t buy that experience. Forensics is an apprenticeship for life.”

THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2010 JULIA BURKE AWARD

Do you know a Policy debater who displays excellence in and passion for debate, a commitment to helping others, love and respect for the Policy Debate community, and dedication to maintaining friendship despite the pressures of competition?

If so, we invite you to nominate one individual no later than MARCH 15 for the 2010 TOC Julia Burke Award. Any Policy debater who is eligible or expected to be eligible to compete in the Tournament of Champions may be nominated (preferably including examples, anecdotes, and the identity of the person submitting the nomination). Nominations may be submitted at www.JuliaBurkeFoundation.org.
Easy Dinners with a Difference

Homemade Gourmet® is proud to offer three ways to help provide your students with the opportunities they need and deserve while you strive to care for yourself and your family.

Fundraising
Easy-to-sell meal solutions provide the opportunity for your team to earn the money they need to compete and travel. Our online fundraiser ordering system makes it simple to keep track of individual sales and totals.

Delicious Meal Solutions
Have high-quality meal ingredients and menus complete with grocery lists delivered right to your door so that it’s easier to spend precious time with your own family.

Income Opportunity
Supplement your salary with additional income to reach your personal goals.

Bringing families back to the dinner table is our mission. Let us help fulfill yours!

Call 1-888-477-2848 and provide Fundraiser Code 848339 to learn more.
Monday through Friday, 8:00am – 5:30pm CST
OR
Email: customersupport@homemadegourmet.com and provide Fundraiser Code 848339 to learn more.

www.homemadegourmet.com
Announcing the NFL’s Diversity Challenge Initiative and NFLtv.org

cham • pi • on [cham-pee-uhn]

[n]: a person who has defeated all opponents in a competition to hold first place

[v]: to act as champion of; defend; support; fight for or defend a person or cause

The word champion is a noun and a verb; to be it, you have to do it. Diversity Challenge Champions are defenders of forensic education among those unserved or underserved populations; bringing speech and debate participation to every child, in order to give all youth a voice.

ABOUT THE DIVERSITY CHALLENGE INITIATIVE

The NFL’s Diversity Challenge Initiative is designed to ensure that all students have access to the life-changing benefits of forensic education. The program provides resources, materials, and funding for underserved populations across the country to get involved with competitive and classroom-based speech and debate training.

The Diversity Challenge Initiative targets low-income areas of the country including rural and urban schools. It focuses primarily, although not exclusively, on communities of color. The program offers access to all speech and debate events while partnering the competitive experience with a classroom experience.
NFLtv

A project of the National Forensic League’s Diversity Challenge Initiative, NFLtv is brought to you commercial-free and made possible through sponsors of the Diversity Challenge Initiative, including a generous grant from the Arthur N. Rupe Foundation.

NFLtv.org is the Internet’s largest portal for speech and debate videos!

NFLtv provides the highest quality educational training resources to students, coaches, teachers, parents, and community members—all free and available at any time.

❖ Live stream video debates to enrich student participation and enhance critical thinking skills

❖ Real-time coaching clinics to train and serve disadvantaged students from across the nation

❖ Archival footage to preserve the League’s rich history of excellence

“Thank you for doing your part to bring justice to the world through the spoken word.”

~ President Lyndon B. Johnson, accepting honorary membership in the National Forensic League

What’s New

NFLtv.org is the Internet’s largest portal for speech and debate videos!

NFLtv provides the highest quality educational training resources to students, coaches, teachers, parents, and community members—all free and available at any time.

❖ Live stream video debates to enrich student participation and enhance critical thinking skills

❖ Real-time coaching clinics to train and serve disadvantaged students from across the nation

❖ Archival footage to preserve the League’s rich history of excellence

“Most of us have learned by now that the vital thing in debate is not knowledge, but a clear head.”

~ President Lyndon B. Johnson, accepting honorary membership in the National Forensic League

What’s New

NFLtv.org is the Internet’s largest portal for speech and debate videos!

NFLtv provides the highest quality educational training resources to students, coaches, teachers, parents, and community members—all free and available at any time.

❖ Live stream video debates to enrich student participation and enhance critical thinking skills

❖ Real-time coaching clinics to train and serve disadvantaged students from across the nation

❖ Archival footage to preserve the League’s rich history of excellence

“Most of us have learned by now that the vital thing in debate is not knowledge, but a clear head.”

~ President Lyndon B. Johnson, accepting honorary membership in the National Forensic League

What’s New

NFLtv.org is the Internet’s largest portal for speech and debate videos!

NFLtv provides the highest quality educational training resources to students, coaches, teachers, parents, and community members—all free and available at any time.

❖ Live stream video debates to enrich student participation and enhance critical thinking skills

❖ Real-time coaching clinics to train and serve disadvantaged students from across the nation

❖ Archival footage to preserve the League’s rich history of excellence

“Most of us have learned by now that the vital thing in debate is not knowledge, but a clear head.”

~ President Lyndon B. Johnson, accepting honorary membership in the National Forensic League

What’s New

NFLtv.org is the Internet’s largest portal for speech and debate videos!

NFLtv provides the highest quality educational training resources to students, coaches, teachers, parents, and community members—all free and available at any time.

❖ Live stream video debates to enrich student participation and enhance critical thinking skills

❖ Real-time coaching clinics to train and serve disadvantaged students from across the nation

❖ Archival footage to preserve the League’s rich history of excellence

“I know of no experience that gave me greater satisfaction, or no occupation that gave me better preparation and finer training, than my work in the forensic field as coach of high school and college debaters. As debaters, you must search for the truth, you must speak the truth, and you must surrender yourself to the truth.”

~ President Lyndon B. Johnson, accepting honorary membership in the National Forensic League
NORTHWESTERN UNIVERSITY
DEBATE INSTITUTE
2010

rising seniors
rising juniors, rising sophomores
4-WEEKS (July 11 - August 7, 2010)

Scheduled Faculty Includes:
Dan Fitzmier
Luke Hill
Stephanie Spies
Matt Fisher
Johnathan Paul
Greg Achten
Jeff Buntin
LaTonya Starks

Christian Lundberg
Tara Tate
Tripp Rebrovick
John Warden
Jonah Feldman
Seth Gannon
and more.....

www.northwestern.edu/nhsi
1-800-662-NHSI
nhsi@northwestern.edu
What your audience will remember are the images that your words create. Powerful images convey people and places, colors and textures, sounds and smells, and a whole range of emotions. As writer and lecturer Dale Carnegie (1990) said, “Your purpose is to make your audience see what you saw, hear what you heard, feel what you felt. The only way you can possibly achieve this effect is to use an abundance of concrete details” (p. 111).

Powerful public speakers don’t just talk about a cause they care about; they show the audience they care by using emotive language. Public speaking involves creating powerful images and transferring them, replicating them, and bringing them alive in the minds of your listeners. Images are mental representations of something else; they are copies, likenesses, imitations. Powerful images change hearts and change minds. They persuade your listeners and motivate them to take action. They set your message in motion and make it stick in the minds of your listeners.

By delivering powerful images, you narrow the distance between you and your listeners; you enable your listeners to think your thoughts and feel your feelings. You put your listeners in your shoes and enable them to take the same steps that you have taken. Once your listeners are in your shoes, they are more likely to believe what you believe and do what you want them to do. Powerful images are used to transfer ownership of a message and make others feel like an idea belongs to them, too.

Barack Obama (2004) masterfully demonstrated how to use powerful images during his now famous Democratic National Convention speech:

“I’m not talking about blind optimism here—the almost willful ignorance that thinks unemployment will go away if we just don’t think about it, or the health care crisis will solve itself if we just ignore it. That’s not what I’m talking about. I’m talking about something more substantial. It’s the hope of slaves sitting around a fire singing freedom songs; the hope of immigrants setting out for distant shores; the hope of a young naval lieutenant bravely patrolling the Mekong Delta; the hope of a millworker’s son who dares to defy the odds; the hope of a skinny kid with a funny name who believes that America has a place for him, too (p. 3).”

Barack Obama’s use of imagery enables his listeners to hear the slaves singing freedom songs and feel the fear of a young
officer on patrol. He paints pictures of places such as the Mekong Delta and distant shores, and paints pictures of people like slaves and immigrants. Obama even includes a striking, somewhat self-deprecating portrait of himself by using adjectives like “skinny” and “funny” to elicit awkwardness with which nearly everyone can identify. He also uses images to form a tangible representation of hope that others can visualize and feel. Through the use of powerful images, Obama conveys the power of hope and inspires his audience to join the movement for change.

Like Obama, powerful public speakers have an incredible ability to make people want to listen to them. But how exactly do these speakers craft and deliver memorable messages? They experiment and practice. Public speaking is not a natural gift; it is learned. Think about an artist’s ability to paint an impressive portrait. Great painters weren’t born with the ability to create masterpieces. They learned about and experimented with different combinations of line, color, composition, balance, and contrast. Behind every great painting, there is a talented artist—a magician who has spent thousands of hours refining his craft.

Changing your default public speaking settings is a little like undergoing an orthodontic procedure (without the metal and office visits). As a result of your genes and your own physical composition, your teeth may have settled in a certain undesirable way, and you may want to eliminate a gap, straighten crooked teeth, or correct an overbite. But the orthodontist cannot just squeeze your teeth together. Proper correction involves constant application of pressure against resistance, accomplished by strapping rubber bands to teeth. Over time, these bands are tightened, and little by little, the teeth are pushed into perfect alignment. This process can take years and sometimes be a bit uncomfortable, but most people would agree that a perfect smile is worth the effort.

The same is true for default public speaking settings. These settings take time to change and require constant monitoring, but the result—the ability to craft compelling messages—is well worth the effort.

References

About the Author
Steven D. Cohen (sdcohen@post.harvard.edu) is an award-winning speaker who teaches professional public speaking at Harvard University, delivers interactive public speaking seminars at academic conferences and corporate events, and helps high potential leaders improve their public speaking skills. An expert on speech delivery, Steven writes about the music of speech and the use of musical images to enhance vocal delivery.

Want your ad published in Rostrum?
Contact Sandy Krueger at the NFL Office for more information:
sandy.krueger@nationalforensicleague.org
The Eight Myths of Coaching (and Teaching)

by William H. Bennett

There are urban myths, Greek myths, creation myths, and teaching myths. Most teaching myths are self-perpetuating. As you work to become a better coach, it is smart if you challenge some of the common speech and debate myths of our time. To do so will improve your skills and effectiveness.

Myth #1: A good coach will offer all the major events. If you want to win sweepstakes and offer your students every opportunity, the reasoning goes, you should offer them the chance to succeed in any and every common tournament event. Not so.

First of all, there are at least 10 major tournament events in most areas of the country, and up to 18 in a few areas. Dividing your coaching time into so many arenas guarantees that your students will rarely excel at anything.

You can, of course, coach only a small number of events but let your students enter anything they want. That dilutes the focus they put on their major event and or the events you want to focus on. It dilutes the amount of learning that occurs in each event. But some successful sweepstakes coaches do use this approach.

You should, instead, do what you do best. Malcolm Gladwell makes the point well in his insightful and delightful best seller Outliers: The Story of Success—one successful people focus on very few things, and those are the things that they know best. Educational research by Prof. Karen Rogers argues the same point; the most effective teachers of gifted students are those who develop expertise in a specific talent area. I would argue that the best coaches know what they are strongest at and focus their teaching and coaching in that (or those) arenas.

Myth #2: A good coach is a generous or easy grader. Research says exactly the opposite. Teachers who scored highest in student respect and polls of “my best teacher” did NOT give grades when they were not deserved. Several studies show that some of the hardest grading teachers scored at the top of student polls. The crucial elements students report are clarity of expectations, immediacy of feedback, and transparent understood grading requirements—not the ease of obtaining an “A.”

Myth #3: We should let our experienced students set their own pace. But experience is not a substitute for depth of knowledge.

It is easy to think that a student who has two or three years of solid competition behind her is ready to make her own decisions, or even assist by coaching novices without your assistance and supervision. Yet time spent coaching others is time away from developing his or her craft. And experience is not a creator of good or automatic work ethic. Even the most experienced of students still needs a coach who sets goals, parameters, objectives, time lines, and provides detailed methods to achieve them. Truly admirable research argues that 10,000 hours of practice is necessary to truly master a skill. “Experienced” speech and debate students need more practice and coaching, not the freedom of a reduced or relaxed work schedule.

Myth #4: Most of my speech or debate time is spent coaching. Very probably this is not the case. In fact, many coaches spend most of their time doing other things.

What do coaches do? They fill out forms, make travel plans, work in the tab room, judge tournament rounds, catch a snack or socialize in the coaches’ lounge, play chaperone on the bus and at the motel. But all of those activities are times that could have been spent listening to or working with students.

Bus trips are a great time to hear speeches. Tournaments are the best time to sit in and see what students do in competition (practice is one thing; a young person’s reaction to tournament stress is another). When you can buy out of judging or use a parent to replace you, that can be great coaching time. Tab room work teaches your students nothing; this writer’s advice is do it only when there are absolutely no other reasonable alternatives. And do your entry forms and essential minutia only when students are not available to be coached.

Myth #5: My continuing college work should be in education. School systems increase your pay as you move towards a Master’s Degree or a PhD. But your students will do best if you earn that degree in a subject more likely to deepen your subject knowledge, not the shallow world of education courses.

The coach’s knowledge needs to stay ahead of the students’ knowledge. On each debate topic, Extemp topic, or oration, the teacher needs the knowledge or knowledge acquisition skills to best help his or her students. That knowledge is much more likely to come from history or government or political science or economics courses than it is from education classes. For interpretation, certainly a knowledge of literature, drama, acting, and the contemporary stage would be of the utmost importance.

Very often I see coaches receive their LD, Public Forum, or Policy case sets and just hand them to their students without reading the material themselves. And coaches who admirably try to research with the students often lack the research skills and/or content knowledge to make those efforts sufficiently beneficial. Content classes rather than educational method courses are the best solution for these ills. The best teachers are especially strong in the content areas. As Alexander Pope advised us, “Let such teach others who themselves excel.”

Myth #6: The best coaches are friends to their students, and often treat them as equals. Not true. The best coaches walk the fine and important line between support and friendship. A coach’s job is not to be their “pal” but rather to be enthusiastic and warm. Wells et al write that immediacy (which they define as closeness, warmth, and...
enthusiasm) is closely related to perceptions of teaching effectiveness. But don’t confuse closeness with equality or a reason to act in a less-than-professional manner.

High school life is drama. Do not get caught up in it. Personal trauma, emotional involvement, and/or the natural emotional evolution of young students is normal and must be accounted for, but should not become the primary focus of the student-teacher relationship. To nurture the mind and skills is the role of the best coach, but not to think or act in terms of equality and friendship. Thomas Wolfe8 came close to not to think or act in terms of equality and friendship. Thomas Wolfe8 came close to describing the best relationship: “I put the relationship of a fine teacher to a student just below the relation of a mother to a son…” A great teacher cares, but is not a friend.

**Myth #7: Its important to be flexible, to adjust most classes or practices to what your students say they need.** But flexibility too often sacrifices important learning. Instead the greatest coaches will usually be flexible only within both the immediate and long-term lesson plan.

The best teachers have an organized and often disciplined approach to build knowledge and skills. Tossing that aside in the name of flexibility is rarely the right move. A good coach learns to counsel and advise but as part of or in addition to the teaching plan, not at the expense of the plan. A good teacher is organized, prepared and clear—factors that are all but impossible in impromptu lessons derived spontaneously from what students say they need in that hour or practice session.

Expert teachers have very well-developed schemata and know how to tie subject matter to a creative diversity of teaching methods. They are very effective lesson planners but are reflective enough to carefully integrate student needs into creating intellectual and skill growth.9 Students needs are the fresh fodder and practicum for future days and plans, not the reason to jettison or down-scale the current lesson plan.

**Myth #8: A good coach will often let students work on their own.** The logic of this myth is an oxymoron. By definition students are there to learn and are rarely successful at learning or improving their skills “on their own.” Research on the characteristics of effective teachers10 reports, “Their worst students were characterized as requiring isolate behavior with little interaction, activity, or discussion.”

If skill development in different events requires dividing into practice subgroups, for example, the best teachers will give each group a very clear purpose, critique and feedback forms, and immediately follow-up the practice with teacher-involved discussion. The casual speech class with a teacher who divides into groups by event and then advises “practice” or “work on the problems from the last tournament” is a far cry from the coach with a solid, immediate lesson intent drawn from a longer term, detailed learning plan.

There are Roman myths, legend, folktales, and fables. And there are myths about the best coaching and teaching. If you are a coach or speech teacher, challenging and reviewing education myths can stimulate you to find better alternatives to mentor your students.

---


4 For those offended or dubious about my indictment of education classes, I refer you to:


10 See Footnote 7, p. 46.
Top Ten Reasons

1. Tuition as low as $1,300
2. National Champion coaches as instructors
3. Earn college credit
4. Unrestricted access to libraries and computers
5. Not-for-profit, we enrich students we don’t get rich
6. Free reproduction of all lab materials & printing
7. High-tech classrooms
8. Students have direct input in their learning
9. Cover more topics and produce arguments not at other institutes
10. Individualized attention, one-on-one instruction

Two Week LD Option: June 21—July 4
Three Week LD Option: June 21—July 10

Instead of “hoping” your summer work is meaningful for the year, Iowa guarantees it! We will be teaching 7+ topics during the two week LD session. Each staff member will choose one of the topics on the LD ballot and create lesson plans to instruct and guide students through the chosen topic. Students will choose which topic they want to focus their attention on during their two weeks at Iowa and this will become their primary lab. Students will have access to all of the topics being taught through an elective series of instruction, honor seminars, and possess the option of challenging other labs. All lab materials generated will be provided to each student giving access to multiple affirmative and negative cases on at least 70% of the potential topics. And, the three week participants will research and develop arguments on 2 additional topics thus 90% of the potential topics are covered. We are the only institute that can guarantee that the learning students engage in will directly apply this competitive season. Your success is not worth the risk!

Policy Debate Option: June 21—July 10

This option is open to students completing their first year of policy debate. The curriculum is designed to address education and development needs of young debaters. While other institutes target a broader based curriculum or target the needs of varsity debaters at the expense of developing younger debaters, our curriculum privileges developing the younger talent needed to maintain squad depth and ensure students are enriched at institute. The curriculum focuses on the gap between argument theory and practice that exists at this age. With an emphasis on skills and development of refutation, the transition to varsity level debate is sped up and competitive success of students is improved.

We invite you to visit our website site at:

www.iowadebate.com

for program information and online registration.
HARVARD INSTITUTE
FOR PUBLIC FORUM DEBATE

in cooperation with

Guest Lectures by faculty from Harvard and other major universities

Harvardpfdebate.org
July 4-16th, 2010
Introduction

While addressing the topic that speech is a useful art, Lester Thonssen and his colleagues state:

Since the earliest formulations of a theory of speaking, rhetoric has been regarded generally as a useful art. It is largely an instrument of social control. However, some oratory—even though only a fractional part of the total output—seems to go beyond the province of sheer utility. It takes on aesthetic characteristics and, in some instances, becomes an object of beauty, permanence, and penetrating insight into human experience. In short, it approaches a fine art. Furthermore, some of our oratorical judgments—as in the case of Burke’s speech “On Conciliation”—derive to a considerable extent from aesthetic as well as from practical considerations. While holding to the thesis that speech is a useful art, we must yet allow that there may be a point in rhetorical craftsmanship at which oratory as an instrument of power (utility) meets oratory as a manifestation of aesthetic creation (beauty).1

To have a style that is powerful and aesthetic, or utilitarian and beautiful, an orator needs many species of eloquence. Quintilian well reminds us that, since many species of eloquence flourish, it is extremely foolish to inquire which of them an orator should follow, since every species, if it be but of a genuine character, has its use, and all that people commonly call ways of speaking falls under the management of the orator; for he will employ every variety of speech so as to suit, not merely a particular cause, but particular parts of any cause… The same color of diction will not be observable in his exordium, his statement of facts, his arguments, his digressions, and his perorations. He will be able to speak gravely, austerely, sharply, strongly, spiritedly, copiously, bitterly, affably, gently, artfully, soothingly, mildly, agreeably, succinctly, politely; he will not be always alike, yet always consistent with himself.2

In other words, Quintilian says that the orator should strive to be “great without extravagance; sublime, without audacity; energetic, without rashness’ severe, without repulsiveness; grave, without dullness; plenteous, without exuberance; pleasing, without meretriciousness; grand, without timidity.”3

Many of Quintilian’s aforementioned words seemingly are the property of poetry, a stately phenomenon involving rhythm. A theory of oratorical rhythm comes from Cicero who says, for example,

Let oratory then be… mingled and regulated with regard to rhythm; not prosaic, nor on the other hand sacrificed wholly to rhythm; composed chiefly of the paeon… with many of the other feet which he passes over intermingled with it.

But what feet ought to be mingled with others, like purple, must be now explained; and we must also show to what kind of speech each sort of foot and rhythm is the best adapted. For the iambic is most frequent in those orations which are composed in a humble and lowly style; but the paeon is suited to a more dignified oration, is every sort of rhythm; but one sort is better and more suitable than another. If the question is, what is the place of this rhythm? it is in every portion of the words. If you ask where it has arisen; it has arisen from the pleasure of the ears. If the principle is sought on which the words are to be arranged; that will be explained in another place, because that relates to practice… If the question is, when; always: if, in what place, it consists in the entire connection of the words. If we are asked, What is the circumstance which causes pleasure? we reply, that it is the same as in verse; the method of which is determined by art; but the ears themselves define it by their own silent sensations, without any reference to principles of art.”4

Cicero also says:

Accordingly, if the question is raised as to what is the rhythm of an oration, is every sort of rhythm; but one sort is better and more suitable than another. If the question is, what is the place of this rhythm? it is in every portion of the words. If you ask where it has arisen; it has arisen from the pleasure of the ears. If the principle is sought on which the words are to be arranged; that will be explained in another place, because that relates to practice… If the question is, when; always: if, in what place, it consists in the entire connection of the words. If we are asked, What is the circumstance which causes pleasure? we reply, that it is the same as in verse; the method of which is determined by art; but the ears themselves define it by their own silent sensations, without any reference to principles of art.”5

In the opinion of Torstgen Petersson, the above quotations suggest “Cicero’s final statement not only of his oratorical idea but also of what he conceived himself to have attained.”6

Oratorical Rhythm Can Be Difficult

Rhythm of sentences undoubtedly play a
part in oratory, but it can be one of the most
difficult features of style to construct or
analyze. Basic language itself can be taxing,
for words often are used interchangeably in
discussion of rhythm. For instance, rhythm
often is defined as an ordered, recurrent
alternation of strong and weak elements
in the flow of sound and silence in speech.
Prosody often is defined as the rhythmic and
intonational aspect of language. Euphony
often is defined as a harmonious succession
of words having a pleasing sound. All three
definitions deal with sound, yet they do
differ. Robert Baylor and Brenda Stokes
also address how words treating rhythm are
often used interchangeably even though they
distinctly differ in meaning. They report that
“Meter” and “rhythm” are often
used interchangeably in discussion of
poetry. However, there is a distinct
difference in the meanings of the
two terms. Whereas meter is solely
a mechanical measurement of the
number and types of feet in a line,
rhythm is much more complex.
Rhythm in poetry is the pattern or
quality of movement of the whole
line, and can be affected by duration of
sounds, punctuation, articulation,
and semantic meaning, as well as by
meter. That trying to establish poetic oratory can
be quite taxing also appears in the following
brief but informative treatise on meter and
scansion. Baylor and Stokes report that
Meter (measurement) is based
upon the syllable: quantitative
meter is based on the duration of
the syllable, accentual meter on
the accent or stress of the syllable,
and syllabic meter on the number of
syllables. Since duration of
syllables has little significance in
English, English poetry is measured
by stressed and unstressed sounds,
combining the accentual and syllabic
systems. The unit of measurement
is the foot, a group of two or three
syllables, one of which is accent or
stressed. They then explain scansion, the counting
and identifying of syllabic stress. When
poetry is scanned, its metrical pattern is
shown by marks placed over the individual
syllables: [ ] for a stressed syllable and
[ — ] for an unstressed syllable. The feet
found in English poetry are iambic (a lone);
dactylic (lone li ness); trochaic (lone ly);
amphiblurchic (a lone ness); anapestic (by
my self); and amphimicic (all a lone). Two
feet found only as substitutions in series of
the above feet are spondaic (Stay, stay) and
pyrrhic (of the). Baylor and Stokes also state that poetry
is usually divided into lines. A line of
poetry is a verse, not to be confused with
verse meaning metered poetry, nor with a
stanza. The number and kinds of feet of a
line define the meter of that line, such as
monometer (one foot), dimeter (two feet),
trimeter (three feet), tetrameter (four feet),
pentameter (five feet), hexameter (six feet),
heptameter (seven feet), octameter (eight
feet), nonameter (nine feet) and decameter
(ten feet). The line is identified by a
combination name derived from the kind
of foot and the number of times it is repeated.
For example, some common lines in English
poetry are iambic pentameter (My mis |
tress’ eyes | are no | thing like | the sun);
trochaic tetrameter (Back and | side go |
bare, go | bare); and anapestic tetrameter
(The Assy |  jan | came down | like a wolf
on the fold.).

Other key vocabulary treating rhythm
are rhyme, including full rhyme, masculine rhyme,
feminine rhyme, slant rhyme, and
eye rhyme; alliteration, consonance, and
assonance; metrical silence and aesthetic
distance; and versification, including
undifferentiated, aggregative, and integral
forms.

Indeed! Euphony and rhythm of sentences
undoubtedly play a part in the communicative
and persuasive process, especially in
producing emotional effects. Who can deny
the beauty of sound in Shakespeare’s iambic
pentameter such as “When I do count the
clock that tells the time,” or “Shall I compare
thee to a summer’s day?” However, most
orators would be ill advised to spend much
time learning and utilizing a system for
scanning their oratorical prose. If they want
to establish rhythm to their oratory, without
excessive mental labor and loss of time, they
should focus on select techniques of rhythm.
This article recommends some of these
techniques.

A Word of Caution

Before studying and employing the
following recommended techniques of
rhythm, students of oratory should take some
cautions. For instance, orators should not
labor over how many techniques to employ
in a single discourse. Quality, not quantity,
is important. Cicero recognizes the folly of
stylistic abuse, saying that the orator “seems
like a madman among people in their senses,
or like a drunken man among sober men.”
Alexander Pope agrees with Cicero,
observing that stylistic techniques by
themselves may have much decorative and
rhythmic value, but they are worthless, if
the techniques fail to reinforce the orator’s
intended thoughts. He says:

False eloquence, like the prismatic
glass, / Its gaudy colors spread on
every place, / The Face of Nature we
no more survey, / All glares alike,
without distinction gay; / But true
expression, like the unchanging sun,
/ Clears, and improves whatever it
shines upon, / It gilds all objects,
but it alters none. / Expression is the
dress of thought, and still / Appears
more decent, as more suitable; / A vile
conceit in pompous words
expressed, / Is like a clown in real
purple dressed: / For different style
with different subjects sort, / As
several garbs with county, town, and
court. / Some by old words to fame
have made pretense, / Ancients in
phrase, mere moderns in their sense;
/ Such labored nothings, in so strange
of style, / Amazed the unlearned, and
made the learned smile.

In other words, Cicero and Pope contend
that oratorical style must be functional;
it must reinforce thought and never call
attention to itself. Quality, not, quantity,
is supreme!

Also, orators must contribute to the
original, or their imitation is at best weak.
For instance, Quintilian contends that to
imitate the excellences of other orators is
proper, just so the borrower knows that an
orator’s artistry can never assert itself wholly
through simple imitation because
everything that is the
resemblance of something else,
must necessarily be inferior to
that / of which it is a copy, as the
shadow of a substance, the portrait
of the natural / face, and the acting
of the player to the real feeling.
The same is the case with / regard
to oratorical composition; for in
the originals, which we take for
our models, there is nature and
real power, while every imitation, on the contrary, is something counterfeit, and seems adapted to an object not its own.  

In other words, orators who want rhetorical oratory must not be mere copycats; they must contribute their own thoughts, too. Orators should adhere to Quintilian’s wisdom; namely, that the orator who “shall add to these borrowed qualities excellences of his own, so as to supply what is deficient in his models, and to retrench what is redundant, will be the complete orator whom we desire to see.”

Recommended Modes of Rhythm

Alliteration
Alliteration is the repetition of the same consonant sound at the beginning of two or more words immediately succeeding each other. Some orators tend to overuse Alliteration, thus creating a jingle which calls attention to itself, not the message; or even creating tongue twisters, thus interfering with articulation and fluency. Perhaps the main advantage of Alliteration is its mnemonic effect. For example, George William Curtis argued that “to prostitute the power of impeachment to a mere party purpose would readily lead to the reversal of the result.” Theodore Roosevelt said that “we have come to recognize that franchises should never be granted except for a limited time, and never without proper provision for compensation to the public.”

Describing the terms of peace, Burton Kendall Wheeler stated that “we can remain at peace if the horrible European debacle of death and destruction ends in the near future.” Albert J. Beveridge claimed that the “golden rule of peace is impregnability of position and invincibility of preparedness.” And Adlai E. Stevenson said that “these hours of mourning [President J. F. Kennedy] are then but a pause in a process, not a break in purpose or in policy.”

Antimetabole
Antimetabole is the repetition of certain words, but in reverse order. For example, William Lloyd Garrison argued that to call Abolition “deaf alike to the suggestion of reason and the warnings of history is to call good evil, and evil good; to put darkness for light, and light for darkness.” George Davis Herron contended that people should not look to the State to solve their social woes and grant their social hopes, because “all the great political prophets . . . recognize that the people are the makers of the State rather than the State the makers of the people.”

After alluding to the world’s victims of poverty, crime and disease, Robert G. Ingersoll concluded that “when I think of what man has suffered, I do not wonder if God can forgive man, but I often ask myself, ‘Can man forgive God?’” While lecturing on “The Public Duty of Educated Med,” George William Curtis informed his audience that it was their duty “to prove that party was made for the voter, not the voter for the party.” And in his Inaugural Address, John F. Kennedy said, “Let us never negotiate out of fear. But let us never fear to negotiate”; and “Ask not what your country can do for you—ask what you can do for your country.”

Antithesis
Antithesis is the contrast of clauses, sentences, and even paragraphs. For instance, George William Curtis argued that the apathy of educated people “is not a government mastered by ignorance, it is a government...
betrayer of intelligence; it is not the victory of the slums, it is the surrender of the schools; it is not that men are brave, but that good men are infidels and cowards. 33

While patronizing the contribution of women, Joseph Emerson Brown argued that woman “rules not with a rod of iron, but with the queenly scepter; she binds not with hooks of steel but with silken cords; she governs not by physical efforts, but by moral suasion and feminine purity and delicacy. Her dominion is one of love, not of arbitrary power.” 34

On the 50th anniversary of the signing of the Declaration of Independence, on July 4, 1826, Daniel Webster said, “Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote.” 35 William Lloyd Garrison stated, “What if I am rich, and another poor – strong, and he is weak – intelligent, and he is benighted – elevated, and he is depraved? Have we not one Father? Hath not one God created us?” 36

While eulogizing John F. Kennedy, Harry Flood Byrd said, “As I reflect upon the privilege of my friendship and association with him, I find myself pondering the contradictions of life. It creates and it destroys. It affirms and it denies. It exalts and it destroys. It affirms and it denies. It exalts and it denies.” 37

Carl Albert also eulogized President Kennedy and described him as “a man of tough mind and tender heart, of great passion and iron self-discipline. A man for work and a man for play. A man for joy and a man of suffering. A man for the head of state and a man for little children. A man for the old and ill, a man for the young and strong.” 38

Assonance

Assonance is the resemblance of vowel sounds followed by different consonants in two or more stressed syllables. Although Assonance and Rime help to convey the orator’s emotional fervor, these devices differ in that Rime is a similarity of vowel and consonant, whereas Assonance lacks the similarity of vowel and consonant.

In his “Liberty or Death” speech, Patrick Henry asked: “Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?” 39

Carl Sandburg patronized Abraham Lincoln and used such Assonance as “soft as drifting fog,” “peace unspeakable,” “wept as never before,” “valor and sacrifice,” “keen precision,” “gallantly in our ranks,” “too vast for malice,” “fiery trial,” and “tough struggler.” 40

Perhaps the most illustrated example of Assonance is Edgar Allan Poe’s “The Bells,” Employing a plethora of vowels, Poe in four stanzas sweeps through life—childhood, adulthood, old age, and death.

For childhood, Poe describes light-sounding silver bells and uses such words as tinkle, oversprinkle, and twinkle. For adulthood, Poe describes mature-sounding bells and uses such words as speak and shriek, night and awhite; and twanging, clanging, wrangling, clamor and clangor. For death, Poe describes heavy-sounding iron bells and uses such words as tolling, tone, floats, groan, monotone, rolling, rolls, stone, moaning and groaning. 41

Climax

Climax is the progression from a lesser to a greater degree, or from a greater to a lesser degree, of quality or quantity. For example, in the closing section of his trial for bribery, Clarence Seward Darrow said that, if the jury should find him innocent, and return a verdict of not guilty, “I know that from thousands and tens of thousands and yea perhaps hundreds of thousands of the weak and the poor and the helpless throughout the world will come thanks to this jury for saving my liberty and my name.” 42 When describing the American man-at-arms, General Douglas MacArthur said that “in twenty campaigns, on a hundred battlefields, around a thousand campfires, I have witnessed that enduring fortitude, the patriotic self-abnegation, and that invincible determination which have carved his status in the hearts of his people.” 43

In his Inaugural Address President John F. Kennedy said that his desired goal for a new world of law “will not be finished in the first 100 days. Nor will it be finished in the first 1000 days, nor in the life of this administration, nor even perhaps in our lifetime on this planet.” 44 At the dedication ceremonies of the Aerospace Medical Health Center, Brooks Air Force Base, November 21, 1963, President Kennedy said that in the mastery of space, America has a long way to go. “Many weeks and months and years of long tedious work lie ahead.” 45 Page Belcher said that President Kennedy’s “dedication to public service gave to this country a Navy Lieutenant, a Congressman, a Senator, and a President.” 46 Ken Hechler reported that whether President Kennedy “was dealing with one person, with a group, with a community, with a State, or with any nation or the people of the world, the mainspring of President Kennedy’s philosophy was how to help them realize their most noble capabilities.” 47

Reversed Climax occurred, for instance, when David Daggett alluded to the French Revolution and to certain events in New England and the Southern States of America and said, “But these principles extend still further—their grasp is wider. They aim at the actual destruction of every government on earth. Kings are the first object of their attack—then a nobility—then commons.” 48 Birch Bayh said to his colleagues in the United States Senate that “in the name of God, in the name of America, in the name of John F. Kennedy, let us hold high the torch.” 49

Gradualism

Gradualism is the passing to a word only after advancing by steps through the prerequisite words. For example, Frances Quarles said that “anger may repast with thee for an hour, but not repose for a night; the continuance of anger is hatred, the continuance of hatred turn malice.” 50

In his sermon on “The Two Tentmakers,” Russell Cartwright Stroup alluded to the idle rich who gather at the Riviera to be amused, and said that “when they are bored with gambling, they eat; and when they are bored with eating, they dance; and when they are bored with dancing, they make love; and when they are bored with anything, they get drunk and are put to sleep.” 51

John F. Kennedy contended that “water is our most precious asset – and its potential uses are so vital that they are sometimes in conflict. Power versus irrigation, irrigation versus navigation, navigation versus industrial, industrial versus recreational.” 52

Homoeoteleuton

Homoeoteleuton is the repetition of similar word endings. For illustration, Eugene Debs said that “the material foundation of society determines the character of all social institutions—political, educational, ethical, and spiritual.” 53 Charles E. Shulman stated that in our time men follow four philosophies. “One of them is cynicism. One is nihilism. One is materialism. And one is idealism.” 54 Burton Kendall Wheeler argued that neither
Mussolini, Stalin, Hitler, nor their ideologies “will capture the people of the United States or our imagination to the point that we would adopt fascism, communism, nazi-ism as American doctrine.”

As General of the Army and Supreme Commander of the Allied Expeditionary Force during World War II, Dwight D. Eisenhower warned his troops that their task will not be easy, for “your enemy is well trained, well equipped, and battle hardened. He will fight savagely.” Herbert S. Walters said that John F. Kennedy “knew the personal risks as he fought fervently, ardentely, and so eloquently for the things in which he believed.” And L. H. Fountain asserted that the man who assassinated John F. Kennedy must have had a twisted, distorted, and confused mind. He was mentally and spiritually sick.

Interplacement

Interplacement is the repletion of the first and last words or phrases of successive clauses. In Shakespeare’s “King John,” an English herald says, “Blood hath bought blood, and blows have answered blows; Strength match’d with strength, and power confronted power.” While lecturing on “Moses, Progress, and Poverty,” Henry George said that “everywhere, in everything, the dominant idea is that of our homely phrase—‘Live and let live.’”

While condemning communism, Ralph E. Flanders argued that “in every country in which communism has taken over, the beginning has been a successful campaign of division and confusion. Race is set against race, party against party, religion against religion, neighbor against neighbor, and child against parent.”

Interplacement also occurs when all of the front words or phrases are repeated, and all of the different back words are repeated. For instance, while challenging the Papists, John Jewell questioned, “what profit have I of my doings?” and then said: “I hear nothing; I understand nothing; I am taught nothing; I receive nothing. Christ bade me take: I take nothing. Christ bade me eat: I eat nothing. Christ bade me drink: I drink nothing. Is this the institution of Christ?”

Joseph Raymond McCarthy insisted that “one Communist in a defense plan is one Communist too many. One Communist on the faculty of one university is one Communist too many. One Communist among the American advisers at Yalta was one Communist too many. And even if there were only one Communist in the State Department, that would be one Communist too many.”

John F. Kennedy argued that “without the United States, South Vietnam would collapse overnight. Without the United States, the SEATO alliance would collapse overnight. Without the United States, the CENTO alliance would collapse overnight.” And when referring to President Kennedy’s assassination, Robert N. Giaino stated that, “if we must search for blame—and it is inherent that we must—let us all share. Let each of us who has ever known a complacent moment bear the blame. Let each of us who ignored the fury of hate and extremism bear the blame. And let each of us who thought more of self than the rights and future of others bear the blame.”

Isocolon

Isocolon is characterized by sentence elements being similar not only in structure but also in length, such as the number of words and even the number of syllables. For example, in his sermon on “The Joyful Sound of Salvation,” Cotton Mather alluded to “the grace that will pardon the penitent! The grace that will quicken the impotent.” In his sermon on “Spared!” Charles Hadden Spurgeon said, “If I am left, why am I left? Why am I not taken home to heaven? Why do I not enter into my rest?”

Joseph Raymond McCarthy argued that it is peace we want and peace we can have. Peace with courage, and with honor.” In his remarks as prepared for delivery on November 22, 1963, President Kennedy stated that “this Nation’s strength and security are not easily or cheaply obtained—nor are they quickly and simply explained.” Kennedy also planned to say that “dollar for dollar, in or out of government, there is no better form of investment in our national security than our much-abused foreign aid program. We cannot afford to lose it. We can afford to maintain it.”

George E. Shipley stated that President Kennedy “never looked backward. He looked forward and moved forward. That is what he would want us to do. That is what America will do.”

Parallelism

Parallelism is the arrangement of parts of a sentence and large units of composition by which one element of equal importance with another is equally developed and similarly phrased. For instance, William Lloyd Garrison said that those who want him to remain silent on the subject of Slavery “ask me to give the lie to my profession, to degrade my manhood, and to stain my soul. I will not be a liar, a poltroop, or a hypocrite to accommodate any party, to gratify any sect to escape any idiom or peril, to save any interest, to preserve any institution, or to promote any object.” Abraham Lincoln argued that “in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow this ground,” and that “government of the people, by the people, and for the people shall not perish from this earth.” In his “March of the Flag” speech, Albert J. Beveridge contended that “there are so many real things to be done—canals to be dug, railways to be laid, forests to be felled, cities to be built, fields to be tilled, markets to be won, ships to be launched, peoples to be saved, civilizations to be proclaimed and the flag of liberty flung to the eager air of every sea.” And in his Inaugural Address, President Kennedy proclaimed, “Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty.”

Polysyndeton

Polysyndeton is the use of multiple conjunctions to magnify or intensify behavior, quantity, or quality; as well as to provide rhythm. For example, John Chrysostom said he loved Rome “for its greatness, and its antiquity, and its beauty, and its populousness, and for its power, and its wealth, and its successes in war.” William Lloyd Phelps said that “in a private library, you can at any moment converse with Socrates or Carlyle or Dumas or Dickens or Shaw or Baris or Galsworthy.”

Speaking on “The Man with the Muck-rake,” April 14, 1906, Theodore Roosevelt said that “the forces that tend for evil are great and terrible, but the forces of truth and love and courage and honesty and generosity and sympathy are also stronger than ever before.” Adlai Stevenson claimed that “whether we are talking about aid, or trade, or research, or urban development, or industrialization—whether we are talking about scientific discovery or about institution building—we hold that there are no monopolies of trained minds and disciplined imagination in any of our countries.” William H. Bates called the assassination
of President Kennedy a tragedy and said that “an emperor, a chancellor, presidents, queens, princes of state and church, a mourning world was the cast. No one, not Aeschylus, nor Sophocles, nor Euripides, nor Shakespeare, nor Dumas, nor Beaumarchais had ever attempted to rival this.”

Restatement

Restatement is the duplication of an important segment, often a thesis statement. For example, Edmund Burke said to his constituents: “Applaud us when we run; console us when we fall; cheer us when we recover; but let us pass on—for God’s sake, let us pass on.”

William Pitt, Lord Chatham informed England’s House of Lords that “if I were an American, as I am an Englishman, while a foreign troop was landed in my country, I never would lay down my armis—never—never—never.”

John F. Kennedy stated in West Berlin, June 26, 1963:

There are many people in the world who really don’t understand, or say they don’t, what is the great issue between the free world and the Communist world. Let them come to Berlin. There are some who say that Communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists. Let them come to Berlin. And there are even a few who say that it is true that Communism is an evil system, but it permits us to make economic progress. Lass sie nach Berlin kommen. Let them come to Berlin.

Conclusion

When student orators feel the aforementioned methods of oratorical rhythm from other speakers will suit their purpose, they are invited to make a conscious effort to employ them without fearing that such imitation makes them copycats or even plagiarists. Lester Thonssen and his colleagues say “that many theorists exercise extreme care in applying the test of originality to oratorical composition. While assigning great importance to original invention, they recognize that the flow of ideas in history is a continuum; and they allow that skilful and improved adaptation of old thoughts and techniques to new conditions may stamp an orator as an accomplished model, rather than as a plagiarist.” So, orators, you can be melodious without being a poet!
About the Author

Dr. Wayne C. Mannebach is currently at St. Mary’s Central High School in Neenah, WI. For the past 36 years he has served in the Department of English. Prior to that, he was Director of Debate and Forensics at Ripon College in Ripon, WI for nine years.

---

Donus D. Roberts
Quad Ruby Coach Recognition

(September 1, 2009 through November 30, 2009)

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>State</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeriah Forbes</td>
<td>Buhler High School</td>
<td>KS</td>
<td>1366</td>
</tr>
<tr>
<td>Minnie Curtis</td>
<td>Carlsbad High School</td>
<td>CA</td>
<td>1254</td>
</tr>
<tr>
<td>Lory A. Stewart</td>
<td>Garland High School</td>
<td>TX</td>
<td>1230</td>
</tr>
<tr>
<td>Johnathan M. Davidson</td>
<td>Skyline High School</td>
<td>UT</td>
<td>1217</td>
</tr>
<tr>
<td>Mike Hill</td>
<td>The Pembroke Hill School</td>
<td>MO</td>
<td>1204</td>
</tr>
<tr>
<td>Julie Schniers</td>
<td>Central High School - San Angelo</td>
<td>TX</td>
<td>1179</td>
</tr>
<tr>
<td>Ryan A. Hennessey</td>
<td>Klein High School</td>
<td>TX</td>
<td>1173</td>
</tr>
<tr>
<td>Katy Olienyk</td>
<td>Prattville High School</td>
<td>AL</td>
<td>1159</td>
</tr>
<tr>
<td>Mike Ford</td>
<td>Northrop High School</td>
<td>IN</td>
<td>1140</td>
</tr>
<tr>
<td>Patrick Connor</td>
<td>Bishop Kelly High School</td>
<td>ID</td>
<td>1112</td>
</tr>
<tr>
<td>R. Shane Stafford</td>
<td>The Blake School</td>
<td>MN</td>
<td>1104</td>
</tr>
<tr>
<td>Flynn Miller</td>
<td>Barbers Hills High School</td>
<td>TX</td>
<td>1099</td>
</tr>
<tr>
<td>Mark Kozeny</td>
<td>Parkway South High School</td>
<td>MO</td>
<td>1095</td>
</tr>
<tr>
<td>Eric Skoglund</td>
<td>Olathe Northwest High School</td>
<td>KS</td>
<td>1094</td>
</tr>
<tr>
<td>Suzanne Allmon</td>
<td>Oak Grove High School</td>
<td>MS</td>
<td>1090</td>
</tr>
<tr>
<td>Jeff Welty</td>
<td>Durham Academy</td>
<td>NC</td>
<td>1078</td>
</tr>
<tr>
<td>Ronald Glen Hester</td>
<td>Snyder High School</td>
<td>TX</td>
<td>1062</td>
</tr>
<tr>
<td>Clover Ellingson</td>
<td>Fargo North High School</td>
<td>ND</td>
<td>1056</td>
</tr>
<tr>
<td>Betsy Dutton</td>
<td>Sterling High School</td>
<td>KS</td>
<td>1048</td>
</tr>
<tr>
<td>Gerald Hebert</td>
<td>Scarborough High School</td>
<td>ME</td>
<td>1036</td>
</tr>
<tr>
<td>Melinda Middleton</td>
<td>Billings West High School</td>
<td>MT</td>
<td>1036</td>
</tr>
<tr>
<td>Jarod Ockander</td>
<td>David City High School</td>
<td>NE</td>
<td>1034</td>
</tr>
<tr>
<td>Staci Johnson</td>
<td>Liberty Sr. High School</td>
<td>MO</td>
<td>1027</td>
</tr>
<tr>
<td>J. D. Ferries-Rowe</td>
<td>Brebeuf Jesuit Preparatory School</td>
<td>IN</td>
<td>1024</td>
</tr>
<tr>
<td>Scott Bennett</td>
<td>Northwest Guilford High School</td>
<td>NC</td>
<td>1024</td>
</tr>
<tr>
<td>Michelle D. Smith</td>
<td>Viewmont High School</td>
<td>UT</td>
<td>1020</td>
</tr>
<tr>
<td>Mary A. Krauland</td>
<td>Shady Side Academy</td>
<td>PA</td>
<td>1019</td>
</tr>
<tr>
<td>Rick T. Adams</td>
<td>Westminster Christian School</td>
<td>FL</td>
<td>1019</td>
</tr>
<tr>
<td>Cara Hurst</td>
<td>Parkway West High School</td>
<td>MO</td>
<td>1018</td>
</tr>
<tr>
<td>Katie Vogel</td>
<td>Ronald Reagan High School</td>
<td>TX</td>
<td>1016</td>
</tr>
<tr>
<td>Nan Gefreh</td>
<td>Pine Creek High School</td>
<td>CO</td>
<td>1015</td>
</tr>
<tr>
<td>Laura M. Beamer</td>
<td>Ritenour High School</td>
<td>MO</td>
<td>1013</td>
</tr>
<tr>
<td>Matthew Moffett</td>
<td>Beaver High School</td>
<td>UT</td>
<td>1010</td>
</tr>
<tr>
<td>Mark Maranto</td>
<td>Glenbrook South High School</td>
<td>IL</td>
<td>1007</td>
</tr>
<tr>
<td>Gail Scoville</td>
<td>Carbon High School</td>
<td>UT</td>
<td>1004</td>
</tr>
<tr>
<td>Gwynetta Hoelscher</td>
<td>Tuloso Midway High School</td>
<td>TX</td>
<td>1002</td>
</tr>
<tr>
<td>Rob Proffitt</td>
<td>Parkway Central High School</td>
<td>MO</td>
<td>1001</td>
</tr>
</tbody>
</table>
I knew I didn’t want to be like those girls on the corner.”
FL alum Karita Fleming is striking, no doubt. Her impressive professional resumé crosses genres to include dance, modeling, acting, and commercial work. She has recently become the first woman of color to star in a science fiction drama, *Love(less)*, erasing an age-old color line to take her place among Hollywood’s emerging stars. A talented actress and discerning business woman, she also mentions offhandedly that she is “paying the bills” with modeling. As if it were that easy! Still, this alum is no stranger to hard work and tenacity. In fact, she learned these skills right here in the NFL.

(CONTINUED ON NEXT PAGE)
Once a loner herself, Fleming points out that the NFL serves as a critical springboard for students from a multiplicity of backgrounds. “The NFL is a place for people who don’t know where they belong. It’s a place where kids who don’t fit in can come together,” she says. “Once we realize we are all unique, the color line starts to disappear.”

“It was all meant to fall into place.”

After graduating high school, Fleming went on to attend college, but remained uncertain of her future. “I wanted to be an actor since I was six,” she says. “But since I went to college, I was thinking, ‘I can’t go back to [acting]. That was high school.’” In the midst of these internal deliberations, she was discovered on the street by a casting agent. “He just walked up to me and said, ‘Do you want to be in our commercial?’” Since then, commercial work has flowed steadily for Fleming, with clients including Safe Auto, Blimpee’s Subs, Mt. Carmel Hospital, and more.

Intelligent and enterprising, Fleming drew on her commercial background to break into the world of cinema. With several credits under her belt, her most recent film, Love(less), is an innovative science fiction drama which she categorizes as a “hate story.” The film, which chronicles the tumultuous relationship between Auburn...
Denson (Karita Fleming) and Elliot Adams (Ryan Lynch), required Fleming to play no less than five different roles, including God and Satan. “It was incredibly fun,” she says. “I would show up to the set every day and ask, ‘Who am I today?’

Notably, Love(less) marks the first major science fiction film which stars a woman of color. Fleming never thought twice about accepting the ground-breaking role, although she explains that she never intended to make history by accepting the part. “I never thought of the world in terms of color,” she explains. “I never thought, ‘I’m a black woman about to do something!’ I’ve always wanted to stand on my own ground as an actress.” Still, the significance of Love(less) is not lost on her, or on the African-American community.

Despite her fierce determination and impeccable work ethic, Fleming’s career has not been easy. “When you are a woman of color, people think of you as a porn star,” she explains. “When you say you want to learn your craft, they laugh.” Worse still, the notoriously judgmental entertainment industry tends to reject those who appear different. “They might not like you because your nose is too short, or you are too fat… and that same day somebody else might tell you that they don’t like you for the exact opposite reason.”

Still, her forensic skills have come in handy. “I live a life where other girls can’t get to where I can get because they don’t have the tools I have,” she explains. “I walk in [to work] knowing I can get my job done.” Perhaps more important, forensics improved Fleming’s life without dampening her unique personality. “The NFL has taught me to talk to anyone and everyone while still being myself,” she explains.

Remarkably successful in a variety of fields, Fleming explains that she draws on her forensic-trained communication skills every day. She has worked as a motivational speaker, a satellite host for E! News, and a radio talk show host. She is currently writing a book with comedians Frangela (duo Frances Callier and Angela V. Shelton) and Rose Delegacio entitled, The Curvy Girl’s Guide to Diet and Exercise, which argues that fitness should focus on being healthy rather than reaching an ideal weight. She recently finished another film, The Valley of the Gun, and is now turning her attention to producing her own material.

To other students, particularly young women of color, who are contemplating forensics, Fleming has this advice: “Do it. Everything I’ve wanted to do in my life I’ve done because of this activity. The NFL gives you the tools to be a strong, independent woman of color.”

“The only reason I’ve been able to get to this point is because of Mastro-Nard and the NFL,” she says unabashedly. “The NFL definitely helped me find my voice.”

**About the Author**

**Jenny Corum Billman** is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of the forensic team and a Scholar of the College.
Finding the perfect selection to perform is one of the most difficult tasks for any performer. The interp Store is ready to make that daunting task easier for you! Each Forensic Anthology includes a Humorous Interpretation, a Poetry Interpretation, a Prose Interpretation, a Dramatic Interpretation and a Duo Interpretation. These scripts are original, poignant, beautifully written, and most importantly, competitive! They are not only perfect for forensic competitions; they also make great classroom materials!

**THE ORANGE BOOK includes:**

🌟 The Rabbit Report
🌟 Numbers and Dark Shadows
🌟 Dear Batman
🌟 Prissy Thomas
🌟 The Art of Falling Apart

PREVIEW EACH SELECTION AT
www.TheInterpStore.com

YOUR NUMBER ONE SOURCE FOR INTERP MATERIAL!
I love television shows that feature characters on a debate team, because usually, they make me laugh. For some reason, speech and debate competitors always seem to be classified as social outcasts who are a little too quirky for the high school scene. But I’d like someone to remind television writers that the range of forensic kids is more than the stereotype carved out for them. That, or Brad Pitt is a bigger nerd than any of his fans ever realized…!

But forensics is more than a merging of the drama club and the Future Politicians of America. It serves as a unique avenue to bring together a diverse group of students, while providing a set of opportunities to which some may never have access otherwise.

But the diversity of the NFL family does more than provide real opportunities to all of its members; speech and debate creates an environment that allows each of us to learn and grow with one another. Four years of competitions, hundreds of hours in high schools across the nation, and more than a couple dozen close friends later, I’ve found that we learn as much from those we compete with as we do from the competition experience itself.

The world is full of people who think and believe different things, possibly because we all view the world a little differently. This is what makes interp rounds exciting to watch, or debate rounds possible. That being said, it is much easier when those who are different from you are not members of your team, or even your debate partner. Months after I received my high school diploma, I’ve realized my most important and most difficult high school relationship was with my debate partner, Libby.

Don’t get me wrong—I know my forensic career would never have been as successful or memorable without Libby, but (and Libby and our teammates would probably agree), while we shared many qualities, we could also be the antithesis of one another. But our diversity made us stronger, and helped us grow in ways that may not have been possible otherwise.

At the risk of morphing into a writer for Seventeen Magazine, I offer my take on how to grow and thrive in possibly the most important relationship during high school. And if you are an interp without a partner, or a lone LD debater, don’t worry. These tips are helpful with teammates or other relationships in general.

Tip One: Become a good communicator to do more than win rounds.

For two fairly competent speech and debate kids, Libby and I could struggle communicating with one another. She thinks with her head; I think with my heart. She looks at each individual piece of the puzzle; I look at the big picture. She sees how far we have come; I see how far we still have to go. For many, this may seem like the perfect match because we were a team comprised of two individuals who seemed to perfectly complement the other. But don’t be fooled. While this combination can create a perfect partnership, it takes plenty of work to get there.

It’s easy to communicate with people who think and react to situations similarly. It’s incredibly challenging to communicate with someone who doesn’t; because it often feels like you are speaking two different languages. But Libby and I learned that, while challenging, it’s not impossible.

First, always realize, respect, and remember where the other is coming from, then learn to adapt and communicate with one another. Sometimes this may mean breaking down the big picture or looking past what seems purely logical. No matter what, do it calmly and with care. Screaming at your opponent in a round will never change his/her mind, and it certainly will not do the same for your partner. Finally, just be patient and remember that it is an ongoing process. Even national champions have things that could be improved, and relationships work in the exact same way.

Tip Two: Compromise is not a philosophical idea.

I cannot tell you how much I used to abhor mornings or morning people. I saw mornings as the nightmare waiting for me after a good night’s sleep. So, naturally, it was appropriate that Libby was an extreme morning person when we met. On Saturday mornings, she would bounce out of bed, jump into the

Student of the Year Spotlight

by Danielle Camous
shower, and be packed and ready to go before I had made it out of bed. These moments had to yield one thing: death or compromise.

Luckily, we chose compromise. Lib would get ready solely in the bathroom to allow me at least an extra half hour of sleep and I would work a little bit longer on our CX boxes at night, since I preferred to stay up late. While this compromise seems insignificant, it opened the door to thousands more that only worked to strengthen our partnership. By recognizing our differences, we learned to live in the present together.

**Tip Three: Acknowledge your own strengths, but also your weaknesses.**

One of the best messages I ever received from my debate partner was sent to me one Thanksgiving during our usual holiday message exchange. It read, “I am so thankful to have a partner who knows my strengths and fills my weaknesses.” It is natural for any of us to want to put our strengths on display and try to cover our weaknesses, but Lib had recognized something profound in our relationship. Partnerships thrive and succeed if you can trust the other to know your weaknesses and to be there beside you to make you strong where you are weak.

I’m not sure if this is a lesson that can be described or taught well, but to move along this path you have to take a leap of faith and be willing to be weak while trusting in your partner. Each of us is weak in some aspect. Recognizing that weakness only helps us to grow and, ultimately, helps strengthen the partnership.

Our diversity serves us best when we choose to embrace them and grow as we learn with one another. We are all more than the quirky stereotype that has been carved out for us. Instead, we are an ensemble cast that brings together the varsity athletes, drama club stars, student body presidents, science olympians, and young politicians to create something memorable. If it works for *Glee*, it can work for us too! Oh, and Lib, if you’re reading this, I want to thank you for some of the best memories of my high school years! I never could have done this without you! Thanks for being my “better half” for four years!

---

**About the Author**

Danielle Camous is the 2009 NFL Student of the Year. An alumna of St. Mary’s High School in Colorado Springs, CO, Danielle earned awards in debate, Congress, and US Extemp during her four-year career and achieved a degree of Premier Distinction. She is now a student at the University of Colorado at Boulder.
GMIF Alumni Champions in 2009
5 Yale Champions– DI, DUO, Extemp, HI, OI!!!
4 Villiger Champions–Congress, OI, DP, DUO!!!
Over 40 Elimination Rounds at Nationals in ‘09!
Learn From the 2nd Place AFA National Team!

Our national high school institute features instruction across the IE spectrum:
  - Interpretation
  - Oratory
  - Extemporaneous
  - Student Congress

New for 2010!
Public Forum Major

Minutes away from our Capitol, GMIF students
Experience D.C. First Hand Musical Theater
Monument Tour and the Newseum

HAPPY NEW YEAR!!!

George Mason Institute of Forensics
July 11-25, 2010
NEW FOR 2010! Focus Track Information

Our week-long focus tracks will allow students the opportunity to delve deep into issues that might interest them more as they move to become a more complete debater. These tracks will take place between Session I and Session II. The final week of the focus tracked study will overlap with the first week of Session II. Students may choose to participate in only one track per week as they will be fully immersed into the track they choose to gain maximum benefit of the program. Students may choose to stay multiple weeks to be able to do all tracks.

Skills/Drills (July 25-31, 2010 only)
Debaters will discuss and execute a number of different strategies in casing, refutation, in-round decision making and crystallization. This track is for any debater who wishes to improve on their technical and execution skills for every area of debate, and every debater should strive for that improvement.

Philosophy
The Philosophy track will teach students the proper use of philosophy in an LD debate round. Students in the Philosophy track will enter the season with a more complete understanding of moral issues that play out in every debate.

Kritik
The Kritik is plays a unique role in Lincoln-Douglas debate. The Kritik track will focus on honing a debater’s skills in regards to the different types of kritiks and how to weigh them against traditional LD debate arguments.

Theory
We have been debating theory for many years (such as the legitimacy of a “balance neg” or “straight-refutation”). Debaters who really know and can debate theory well will have a very valuable tool not only for in-round strategy but also as they think about casing.

Policy Arguments in Lincoln-Douglas
This track will encourage students to learn how to properly implement action-guided arguments into LD – such as Counterplans, Dis-Advantages, weighing empirical impacts, evidence analysis and using plans. This program will try to make policy argumentation accessible even to “traditionalist” judges.

Sept/Oct 2010 (August 15-21, 2010 only)
Held in conjunction with the Session II second-week, debaters will focus strictly on casing, practice rounds, briefing and blocking the Sept/Oct NFL resolution that is released on August 15.

More information can be found at: www.victorybriefs.com -or- email: help@victorybriefs.com
Nothing Special About K:
A Rejection of Kritiks in LD

by Justin Bowles

I want to be very clear about what this article concerns and my own bias in this area. I am against K for many reasons. In my view they are arguments that seek to do the opposite of what they are meant. They seek to win at all costs while asserting that there is something more important than winning. However, I will say that I am open to evaluate kritiks on a case by case basis. If I see a kritik that is specific and necessary, I as a judge will vote on it. But I feel that such arguments are few and far between.

To clarify the intent of this article, I am not addressing the kritik in terms of its use in Policy debate. Although some of these ideas may apply to certain kinds of kritiks across the spectrum, my focus here is Ks that are run on the negative in LD.

There is one glaring reason that kritiks should be rejected in Lincoln Douglas debate, and it is that kritiks are unnecessary because the negative position in LD is, at its very core, a critical one. When an affirmative presents a criterion in a case it is up to the negative to provide a challenge to it in order to meet the burden of clash in the round.

In essence, the negative is challenging the assumption of the affirmative position in trying to weigh a value. For example, when the affirmative seeks to uphold a value through a utilitarian criterion they are most often challenged by a deontological criterion on the negative. Here we have a situation whereby there are two distinct worldviews in conflict. And yet there is no indictment of institutions or systems, or accusation of perpetuating oppressive systems through language. In point of fact, the kritik seems to be taking the negative position to an extreme that is most times meant to give the negative an unfair advantage of having what would amount to a silver bullet argument. What I mean by this is an argument that always applies and always wins.

Such a situation isn’t how a debate should work. Every debate is its own self-contained discussion, and should be treated as such. Two separate debates may have the same set of issues and ideas, but depending on the way certain things are argued can produce two different ballots. With a set of kritiks in their arsenal it is no longer necessary for a negative debater to have to respond directly to the affirmative or think on their feet in response to other arguments. In a world of K all that needs to be known is K.

The kritik would say that we disregard the arguments made specific to the resolution in favor of other issues, that while possibly relevant to abstract discussions of ideal worlds, has no place in a discussion on a specific topic. This is exacerbated by the fact that the arguments of the K are usually ones that can’t be proven to any reasonable standard. You will most likely end the debate exactly where you started without ever having discussed the resolution in any real depth.

Now we will move on to some specific issues with certain kinds of kritiks.

The first issue to be discussed is resolutional K. These are arguments that the affirmative links to just by affirming the resolution. Such resolutional kritiks should be thrown out whole cloth from debate in general. Trying to condemn the affirmative for performing their burden in the round is abusive, and should not be tolerated. If an affirmative is to have any hope in a debate round they must affirm the resolution. And if that is enough for them to lose the round

“Kritiks seek to win at all costs while asserting that there is something more important than winning.”
in the eyes of the negative there is nothing that the affirmative can do except be ready to argue only theory in round, leaving the actual debate behind.

Now we will move on to the performative contradictions of most K. We will stick with the resolutional K, but add in that it is a discourse K as well. To say that the affirmative links to the K simply by affirming, and that we must destroy the system or institution by creating discourse outside of round, the negative must run that K in every negative round to be consistent and honest. In addition to this, they must also not affirm the resolution because that would cause them to do the very things that they are advocating against in every other round. In order to meet the standards of their own argument the negative must not run an affirmative case at all. Or they must run it in such a way so as not to affirm at all.

The same can be said of language kritiks. If the negative seeks to change the way we speak in order to change our world they must be held to the same standard outside of round just as they are advocating we all be. In the case of a language or discourse K it would be necessary to find out whether or not the debater has been consistent in arguing the K, as well as to determine whether or not they are engaging in a performative contradiction when they argue on the other side. Some may say that we can’t do so because we cannot hold them to standards outside of the specific round, but the K seeks to do that in the first place. If we are going to allow the negative to seek discourse or education outside of the round we must hold them to the same standards they are advocating. There would be no way to enforce such a standard at a tournament.

So now that we know the problem we must come up with some solutions. Each and every person in the debate community can do something to try and deal with this issue. First, the NFL can come out with a strong and official position on kritiks in LD. They can create rules that would govern the K so that we don’t have abusive arguments being run on a regular basis. Second, the coaches can teach their students the flaws of K in LD and how to deal with it in round. If debaters are better able to handle the arguments they will become less attractive to those who would want to run them. Third, judges can be very clear about their distaste for kritiks in their paradigms. I very much doubt that a debater will run kritiks if they know that you will vote them down for doing so. Finally, and this is the most important part, the debaters themselves can reject K and refuse to run it. They can also, as stated above, learn to defend against K so that it becomes less and less attractive.

---

**About the Author**

**Justin Bowles** is the Assistant Coach of the Skyline High School debate team in Idaho Falls, Idaho.

---

**Motivate your students by posting their speeches and debates on a safe, video Web site!**

**SchoolTube.com** is a proud partner of the NFL and offers students and teachers a safe and free forum to submit and watch videos. The best videos from our members will be featured proudly on SchoolTube’s homepage and highlighted on NFL’s SchoolTube Channel.

Visit our SchoolTube category today!

Rostrum Survey

We want Rostrum to be a helpful, engaging, thought-provoking resource for your entire team. Please help us achieve this goal by completing the following Rostrum survey. All responses will remain confidential.

Please indicate your responses to the following questions:

1. How important are the following features to you?
   A. Human/special interest pieces (e.g., the January 2010 feature on Karita Fleming)
      5 4 3 2 1
      Very important ......................................................................... Not at all important
   B. Research-based articles
      5 4 3 2 1
      Very important ......................................................................... Not at all important
   C. Editorial articles
      5 4 3 2 1
      Very important ......................................................................... Not at all important
   D. Monthly features (including Curriculum Corner, Event Exploration, Billman Book Club, How are YOU Giving Youth a Voice?, and Student of the Year Spotlight)
      5 4 3 2 1
      Very important ......................................................................... Not at all important
   E. Reports and Standings
      5 4 3 2 1
      Very important ......................................................................... Not at all important

2. How would you rate Rostrum in terms of the following?
   A. The timeliness of articles
      5 4 3 2 1
      Extremely timely .............................................................................. Not at all timely
   B. The usefulness of material
      5 4 3 2 1
      Extremely Useful ...............................................................................Not at all useful
   C. The overall appeal of Rostrum
      5 4 3 2 1
      Extremely interesting and appealing .......................Boring, not at all appealing

3. What can we do to improve Rostrum?

4. Please provide additional comments here:

You may mail the survey to NFL, Attn: Sandy Krueger, PO Box 38, Ripon, WI 54971, or e-mail the survey to sandy.krueger@nationalforensicleague.org. If you prefer, you may also complete this survey online at www.nflonline.org/Main/OnlineRostrumSurvey. Thank you for helping us to improve Rostrum!
15 Years of Excellence

Join us this summer for our 15th year of offering the best institute experience in the country.

Summit Debate has assembled the finest collection of summer institutes for high school speech and debate students. From Interpretation to Public Address and Debate, Summit Debate has the perfect curriculum, no matter your experience or region.

Summit Debate 2009 Success

The students who attended our programs last summer have had enormous success this year. In the first semester alone, Summit Debate has helped students succeed at some of the largest tournaments in the country. Here is a small sample of the success that the Summit Debate students have achieved this year:

<table>
<thead>
<tr>
<th>YALE</th>
<th>BLUE KEY</th>
<th>GLENBROOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple finalists in Duo, Humor, Extemp, Drama and Congress as well as elims in Speech, LD, PFD and Congress</td>
<td>Champions in Duo, Humor, Oratory, Extemp and PDF as well as the LD runner up and other elims in Speech, Congress, LD and PFD</td>
<td>Champions in Duo and Oratory as well as finalists in Humor and elims in Speech, Congress, LD and PFD</td>
</tr>
</tbody>
</table>

Other Success stories include the LD Champion at the Iowa Caucus as well as elims in Speech and Debate at St. Marks, Wake Forest, Apple Valley, Bronx Science and more...

2010 Dates

SESSION ONE          Ft. Lauderdale, Florida

June 27th - July 11th, 2010
Nova Southeastern University

Programs offered include:
NATIONAL DEBATE FORUM
NATIONAL SPEAKERS’ FORUM

SESSION TWO          Boston, Massachusetts

July 18th - August 1st, 2010
Emerson College

Programs offered include:
NATIONAL DEBATE FORUM
InterProd - Lyceum - EXL

Reach for the Summit!
Simply Functional Fundraising is unique in offering only healthy, all-natural products that are exceptionally rich in **Omega 3** and **Antioxidants**.

We offer a selection of delicious products and flavors everyone is sure to love. The current products offered include sensational Salad Dressings, BBQ/Grilling Sauces, and Salsas.
WE SECURE THE LOCAL FLORIST FOR YOU... NO UPFRONT MONEY REQUIRED!

FIRST, ASK YOURSELF THIS QUESTION.

If you could buy a certificate for $20 that entitled you to go to a local florist and receive a FREE bouquet of flowers every month for an entire year (that’s 12 bouquets), would you buy it? Believe it or not, that’s what this fundraiser is all about!

Your organization can easily raise up to $3,000 within 3-7 weeks!

Our program WORKS!

• There is no upfront money; our product is consigned to you.
• An outstanding value for only $20!
• There is no local competition with this product.
• The certificate is valid for an entire year from date sold.

CONTACT US TODAY! LEARN MORE AT floarlfundraiser.com

Working Together

The proceeds from all NFL merchandise sales go back into our organization to support membership education, recognition, and development opportunities.

We thank you for your support!
While it may be easy to agree that forensics is an interscholastic sport, the educational path young people take toward growth in the activity often follows different forms. At some schools, forensic classes (inclusive of speech and/or debate) are offered as part of curriculum, with benchmark assessments that may or may not be tied to interscholastic participation. Some state education agencies have codified standards. At other schools, forensics is strictly co-curricular or extracurricular as an after school activity. Some schools even have a hybrid model, where participation in forensics can count as an independent study credit.

Whatever the educational form it follows, it is important to embrace the notion that all forensic learning should include a scope of knowledge, skills, and dispositions expected of students, as well as a sequence of teaching and learning.

Toward an Educational Coaching Philosophy

Friend and mentor Dr. Kay Neal, Communication Department chair at the University of Wisconsin-Oshkosh, once called forensics “the purest form of teaching,” because a coach has the ability to work with a student over several years, witnessing his/her growth. Like a gardener who cultivates and nurtures a plant over several seasons, a coach becomes vested in the student’s maturity and drive toward success.

This should not be confused with living vicariously through students, a pitfall of which coaches who are former competitors are sometimes guilty. Athletic coaches call all the shots, giving their team members play-by-play instructions on what to do and when to do it. In debate, this takes the form of coach-generated research and even coach-written cases. In speech, this takes the form of coach-written manuscripts, and in interpretive events, it takes the form of coach-cut pieces and moment-by-moment blocking. This begets students who do not think for themselves or even understand the content of what they’re presenting. They become marionette puppets whose coach manages all the strings. Sure, it’s easier to model a performance technique for students, but their acting becomes more meaningful when it comes from within them through their emotive understanding of the characterization and circumstances.

I detest the notion of teaching to trophies as much as I detest teaching to tests.”

The old adage, “we teach for when we’re not there” is an important maxim for coaches to live by, because it reminds us that young people should take what they’ve learned in forensics into their future lives. The most rewarding students to work with are the ones who surpass the ability of their coaches to teach them further. That can be a tough lesson for a coach’s ego, but an important one, nonetheless. After all, I really do cherish all I have learned from students over the years.

Coach Background

I have realized over the years just how diverse the backgrounds of forensic coaches are. They hail from science, foreign language, mathematics, special education, elementary education, and non-teaching careers, just to name a few. Oh yes, and there are some licensed teachers of communication within the ranks... but I would wager not even a majority of coaches. Despite their Diverse Approaches to Forensics: Curricular vs. Extra-Curricular

by Adam Jacobi

This column is a must-read for both new coaches and coaches who mentor them!
varied disciplines, coaches almost universally bring a zealous passion to making forensics accessible to as many young people as possible, with an earnest desire to see those kids succeed.

Teachers with training in the communication discipline can create curriculum for any speech course. So, how do coaches without training in communication studies proceed? Well, if they were fortunate enough to have competed themselves, they have that on which to fall back. However, they will not have as firm a foundation for pedagogy as someone who has studied the discipline. Those without any background often find a mentor, and they take advantage of myriad coach resources and professional development opportunities the NFL has available. What both former competitors and novice coaches have in common is much of what they do is instinctive and done on an ad hoc, or as needed basis, especially early in coaching tenures.

Constantly reacting to needs can be an exhausting proposition, though, especially for a coach who inherits a large, active program of zealously motivated students with type-A personalities! At least a new coach who is building a program from scratch can start small. Like in teaching any subject, proactive planning of what to cover and when really is worth its investment in time and energy. For a coach who has no frame of reference by which to plan, it is helpful to find a mentor and be persistent (but polite) in finding necessary answers. Many veteran coaches are willing to offer assistance, but they are often up to their ears in responsibilities and commitments. So, if they do not answer in a reasonable time frame, seek out a different mentor or leader.

When I reflect on programs I’ve seen wither away, it’s most often because a new coach could not be found. We need to do a better job of educating our colleagues on how rewarding the activity is, and offer our support when needed to ensure coach retention. If a coach cannot dedicate all his/her time to coaching and traveling, then a partner associate with whom to split duties helps.

When all else fails, follow the advice I once heard in a professional development workshop: “fake it until you make it.” In fact, one of the best anecdotes I have ever heard about learning the activity comes from NFL Hall of Fame coach, author, and speaker, Randy McCutcheon. McCutcheon recounts learning how to debate in high school by going to a tournament, losing the first debate, yet noting all the arguments used, and then using those arguments to win against the opposing team the following round. Of course, he later talked to other teams and learned techniques that made them successful. The point of his story (which is much more engaging to listen to in person) is that persistence pays off.

Approaching Curriculum
While it may be a simple concept, it really does help to take one step at a time. Whether drawing on the sage advice of a mentor, or combing through instructional guides, a coach should focus his/her efforts on a specific forensic category/event. It does help to look at model presentations and get a sense of how an event feels, so NFL final round videos are a great place to start. Current and past years of speech and debate events are available for purchase; interpretive events are available free with a licensing agreement (past years do require a handling fee). The new Web site, NFLtv.org, also has myriad archived (though older) videos, and new instructional videos.

Using the concept of backward design, investigate the theories, principles, and techniques necessary to effectively guide students in learning forensics. There are various instructional materials available; visit www.nflonline.org/Coaching. Don’t attempt everything immediately. First, focus on concrete concepts before moving to more abstract ideas.

Volunteer to help at tournaments you attend. When I host tournaments, I always invite new coaches to help tabulate, because they are able to pick the brains of veteran coaches in a captive environment, and it also engenders a sense of belonging in the community. That’s how I learned a great amount.

Advancing to the Next Level
Professional development really can be enriching. I attended a coaching institute one summer, with the assistance of some extra funds that my principal needed to spend or lose by the end of the school year, along with permission I was given to use funds raised by parent boosters. It was well worth the time and expense in what I learned, the materials I gained, and the network of coaches I met. Now, the NFL has partnered with several institutes to waive coach tuition expenses, so the participating coach need only pay transportation, room and board (and some institutes may even have financial assistance for room and board available).

The NFL also offers online professional development in concert with Minnesota State University, Mankato. Additionally, whether or not a coach qualifies students to the national tournament, s/he can enroll in coach clinics held in conjunction with the tournament, earning practicum hours for judging and observing rounds (an additional night’s stay may be required).}

Visit our coach resource portal at www.nflonline.org/Coaching

About the Author
Adam Jacobi is the NFL’s Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.
Coaches, it’s not too late!

(P.S. IT’S easy, TOO.)

Do your students have something to say about global issues? Join high schools from around the world this spring in The People Speak. In recent years, more than 100 NFL chapters and 88 countries have participated by holding public debates in their schools!

The top five schools in the US will earn an all-expenses paid trip to The Netherlands for IDEA’s Youth Forum, July 22 - August 4, 2010.

Earn Free Money!
The top 50 scoring schools will earn a $200 NFL credit voucher to apply toward merchandise, individual student memberships, and more.

Hold a Performance Showcase or Debate in February or March!

Get started: nflonline.org/Partners/ThePeopleSpeak
Make your **New Year’s resolution**
to complete some **online professional development!**

**Invest in yourself.**
Ramp up on coursework and earn graduate credits or CEUs!

**Learn online, anytime.**

**Modules Currently Available:**
- Basics of Extemporaneous Speaking
- Basics of Interpretation
- Basics of Parliamentary Procedure
- Ethics and Competitive Forensics
- Introduction to Lincoln Douglas Debate
- Introduction to NFL and HS Forensics
- Introduction to Original Oratory
- Introduction to Policy Debate
- Team Development and Management

*Coaches can register for courses any time during the year!*

**www.mnsu.edu/nfl**

contact Kathleen Steiner for more information • call 507.389.2213 • e-mail kathleen.steiner@mnsu.edu
As a first year high school debate coach with no previous experience as a debater, I have found this initial exposure to high school debate both surprising and challenging. I, like many others, assumed debate was like what we see our politicians do on TV. But to my surprise, it was much different. I appreciated the recent article in Rostrum regarding Policy debate in the state of Indiana, and echo the author’s sentiments about the direction of debate. The oddness and exclusiveness of Policy debate, however, is only a part of what has me concerned about the validity of debate.

As I have been incorporated into a very strong and welcoming debate community in the Salt Lake City area, I have learned quite a bit about debate theory and practice. Learning from experienced teachers, coaches, and former debaters how debate should work has advanced my maturation as a debate coach and teacher. The dilemma I am finding is that the benefits and prestige of debate too often fail to reach our students.

When a university or potential employer sees ‘debate team’ on an applicant’s résumé, it usually is an indication of strong work ethic, academic ability, and exemplary communication skills. My concern is that such a reputation is in jeopardy. Canned cases and confusing jargon, style, and rules are undermining what debate is supposed to be and do for our students. If I have observed this in just a few months, being a debate beginner, I can’t help but wonder whether others feel the same way. These others may well be the people looking over our students’ applications and résumés in the future. We can’t afford to lose the reputation that debating has built over the years.

Debate should be one of the preeminent activities preparing students for college, life, and careers. It is designed to teach students how to research effectively and write and speak persuasively. I can’t help but notice that those attributes are not always being instilled in our debaters. Many debaters are relying on canned cases rather than original research. Too many cases are merely recited rather than delivered with passion and resolve. There is a real disconnect between what is being said and what is being felt. If these debaters are to be our future political leaders, lawyers, judges, and CEOs, they must learn to develop and deliver original thought.

I would love nothing more than to see debate slowed to a rational pace centered on quality thought and logic. We owe it to our students to prepare them for their future. This means giving them real world practice in settings in which they would actually be placed. I have been unable to put together a Policy debate team because it is so ridiculously impractical and unappealing to most students that they prefer to focus on events that give them a real look into how debate translates into their lives and futures. When my students chose to focus on Public Forum, Lincoln Douglas, and Congress, I was actually very proud that they recognized the relevant experience and exposure these events would give them to build their skills.

My intention is not to tear down debate or even the conundrum that is Policy, but rather to encourage our debate community as a whole to better educate our students in the philosophy and methodology upon which debate is founded. When our students graduate and move on with their lives, it would be so much more meaningful to have given them knowledge, ability, and experience that has practical use in helping them succeed in broader endeavors. I don’t expect to change debate and the current system. I just think we could all use a re-evaluation of what our debaters are really gaining from what could have a large impact on their lives.

---

Meaningful Debate

by Phil Clark

---

About the Author

Phil Clark was raised in NJ where he graduated from Rutgers University with a degree in History. Mr. Clark moved to Utah a couple of years ago and started teaching debate for the first time this year at Lehi High School.
One of the most celebrated Original Oratory speeches in NFL history was Josh Gad’s 1999 “Hoo-Ah!” speech on taking risks, because he actually risked penalty by judges in breaking several conventions, including sitting onstage during the final round. Unfortunately, students like Josh are too few and far between, and I have a suspicion that some coaches may even steer students clear of taking such risks in the name of earning trophies.

Both during my presidency of the Wisconsin Debate Coaches’ Association and visits on behalf of the NFL to district tournaments and clinics/conventions, I have heard a recurring theme from coaches: dissatisfaction with certain trends in forensics. Until recently, I chalked this up as resistance to change. After all, we celebrate forensics as a student-centered activity. To what extent have we let students run away with the activity to its educational detriment?

Two recent experiences have brought this issue to the forefront of my thinking.

First, I had the pleasure of attending the National Communication Association Convention in Chicago. Among discussions about trends in forensics at the collegiate level, I became acutely aware that what is practiced in competition is not always meaningful, realistic training for speech communication. As longtime stewards of the activity, coaches—and the judges they hire—ought to be gatekeepers for standards. Have you ever heard a student seasoned in Original Oratory give a speech at a school or community function? Did s/he walk in a triangle, speak with an affected tone, and gesture so predictably, s/he looked like a programmed robot?

Next, I had the pleasure of sharing conversation with coaches at The Glenbrooks Tournament in November. We talked about the nature of education in forensics, and how several coaches complain about certain styles, yet their own students perpetrate the very habits they have grown to hate. Wait a minute… who is in charge here? While many of the epistemological frameworks our students explore in philosophy-centered debates tend to call for questioning systems of power, the students are ultimately beholden to the judge in the round, the coach who makes their participation possible, and the school for allowing their involvement.

So, when did the activity run amok? As a coach whose students talked like they were auctioneers-in-training, I abided them “playing the game,” because it was their intrinsic motivator. As a communication scholar and educator, however, I loathed what they were doing. I justified this behavior as a function of strategy and the changed nature of certain forms of debate into “verbal chess” rather than a rhetorical, or persuasive, communication exercise. But, what of generic evidence that isn’t properly linked to arguments? Do we accept shortcuts because they make life easier for debaters than directly clashing and thinking critically and with originality? What about students who run kritiks without a meaningful understanding of the implications of the theories and philosophies they’re promulgating? I’ve heard several coaches blame collegiate debaters at camps who fill our students’ heads with these tactics and theories. So, when did we lose control? Are the inmates running the asylum, so to speak?

Consider this chilling example. After one school lost a series of outside coaches, a newer teacher volunteered to take over the program, and actively sought mentors, resources, and professional development. The students, however, fought this teacher every step of the way. In fact, I even overheard them talking about their “incompetent coach.” Ultimately, their attitude and parent pressure on school administration forced this coach away from our profession. She was doomed from the start because she wasn’t part of the “in-crowd” with an established group of students.

A colleague of mine once described coaches as “slaves to our students.” After all, we give up our evenings and weekends in the name of the activity. In our symbiotic relationship with students, we are often so eager to see them succeed as they grow, that we forget to make sure they’re growing appropriately. Invariably, there are young people who think they’re too good to present to a “mommy or daddy judge” (a term often used disparagingly toward parents who support the activity by volunteering to judge). Wait a minute! Aren’t parents adults, and therefore, citizens of our society? In the spirit of E pluribus unum, they are part of the electorate, so they should be capable of making informed decisions. If anything,
exposing so-called common citizens or “lay judges” to debates and speeches would make them more informed and have a positive influence on them as a member of society. Certainly, that’s what outside organizations and sponsors who have taken an interest in supporting forensics see as a benefit of the activity.

The coaching community’s answer to such problems has been to create new events, alter rules, and create more structure. In turn, students apply trends from other events, find loopholes in the rules, and push the envelope ever closer to... nuclear war! The aforementioned college coaches questioned conventions of artificiality that have arisen in various speech and interpretation events to the point that they’re expected. For example, if students do not hold their interp binder in a certain way, they are penalized. When conventions are absent, students are penalized by judges. Then, there’s the whole adversity to classic literature, because judges have preconceived notions of what a characterization ought to be, rather than appreciating the interpretation by the student, and judging that on its own merits. The importance of judge ethics and efficacy as educational gatekeepers of the activity on a weekly basis cannot be overstated.

Leaving No Judge Behind

If we tap alumni to judge, we cannot simply rely on their experience in the activity, and especially their preconceived opinions on the way things ought to be. After all, many forensic organizations are generally distrustful of “first-year-outs,” disallowing them to judge at high-stakes tournaments. However, what about local tournaments where the most meaningful building and learning takes place? What about after a year has passed? We should make sure all judges—parents, alumni, faculty, community members, etc., are aware of their biases and check them at the door.

We certainly ask debate judges to do so with topics, but not necessarily with conventions and preconceived expectations. We should outline general standards for judges to assess, rather than telling them what they should not. Since forensics is educational, why would we hold the notion of assessment standards to a lesser standard than other disciplines? If we don’t like certain trends, we should instruct our judges to hold students accountable for those habits.

While we’re discussing judges, let’s train them to be specific in their criticism, by citing specific arguments/points, moments in performances, and techniques students use, rather than writing the generic “good job,” or worse, “work on gestures.” Rather, judges should explain what that work entails; for example, “explore the emotions underlying the text,” or “explain more clearly how the evidence you cited relates to your second point.” And the worst cop-out for a judge is the comment “tough round.” Judges should clearly explain what qualities were present in the round’s best students and how that affected their decision/rank/rating.

Standing for Standards

Finally, coaches must be ready to act as they believe, lest their complaining become a double-standard. I appreciate that earning trophies is a way of justifying a program to administrators. I also understand how success has a certain addictive quality to it. As this month’s Curriculum Corner column explores, trophies are simply a means to a greater end. At some point it is important to stand for what we believe in, and ensure we’re not condoning certain habits among our students, if we know they serve no educational purpose. While I loved Yoda’s mantra: “do or do not; there is no try” as a cute motivating phrase for students, I found greater value in The Magic School Bus’ Miss Frizzle telling her students to “get messy and make mistakes!” Indeed, “the journey is the reward.” We should not have to compromise what we believe is right in the name of winning, with the ends justifying the means. One of Josh Gad’s most poignant examples of bravely upholding a conviction was Rosa Parks refusing to move from her seat in the front of a bus in Montgomery, Alabama in 1955. Ms. Parks initially went to jail, but won much more—for many more people—in the aftermath of that first, slight setback. In Josh’s words, “to that I say, ‘Hoo-Ah,’ ‘Hoo-Ah,’ I say!”

Josh Gad’s speech can be viewed online at www.NFLtv.org.

About the Author

Adam Jacobi is the NFL’s Coordinator of Programs and Coach Education.

A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre. He has been a certified speech adjudication workshop trainer for the Wisconsin High School Forensic Association since fall of 2001.
After being named the 2001 Disney Teacher of the Year, North Carolina native Ron Clark condensed his award-winning educational strategies into the 2003 book, *The Essential 55*. In fairness, “condensed” might be a strong word: Rule 29 on etiquette, for example, includes 26 sub-points. Additionally, Clark’s rules address everything from bathroom and cafeteria etiquette to how to act in a movie theatre. Still, *The Essential 55* does promise to affect students in a powerful way.

Some of Clark’s requirements may seem oddly specific, such as Rule 24: “Flush the toilet and wash your hands after using the restroom… After washing your hands, use the paper towel to turn off the faucets and to press the dispenser to get another paper towel to dry your hands (or use the towel to press the button to start the dryer).” Others may come across as unnecessary, such as Rule 47: “Do not bring Doritos into the school building” (p. 131). However, Clark’s pearls of wisdom tend to reside in his explanation of the rules rather than the rules themselves. In other words, to discern a method to his madness, the reader must thoughtfully consider Clark’s commentary in addition to the rules.

In this vein, a few notable themes surface between the lines of *The Essential 55*. They include the following instructions:

**1. Respect others.**

“If you want children to respect you, you have to let them know it,” Clark explains on page one of his book. This principle undergirds a number of *The Essential 55*, including Rule 8: “Do not smack your lips, tsk, roll your eyes, or show disrespect through gestures” (p. 21). Respect also motivates Rule 37: “If someone bumps into you, say excuse me, even if it was not your fault” (p. 112).

Clark tells the story of flying with his class from Harlem to Los Angeles. Much to his chagrin, passengers asked to speak to him after the flight. Happily, “Each person who got off the plane wanted to shake my hand,” he writes. “They said that when they saw the kids get on the plane they were thinking it was going to be a nightmare flight, but the kids were so polite and well mannered and respected during the entire trip. The captain of the plane had even made an announcement during the flight about the class and how well behaved they were” (p. 113).

Respect, Clark explains, is a necessary precondition for successful relationships and effective education. Not surprisingly, respect is also a tenet of the NFL Code of Honor.
Ron Clark makes a powerful case for why he deserved the Disney Teacher of the Year Award—and how other educators can achieve similar, outstanding success.

2. Be true to your word.

Achieving one’s potential in school—or in life—hinges on integrity, Clark argues. A number of his rules affirm this truth. Rule 53, for example, states: “No matter what the circumstances, always be honest” (p. 152). Integrity also reverberates in Rule 49: “Stand up for what you believe in” (p. 137).

Clark recalls a time when one of his star students accidentally lost her homework assignment. “She was a quiet, sweet girl who always had her homework, and I was hesitant to give her a detention; however, the entire class was watching me to see how I was going to handle the situation. If I didn’t give Nancy a detention, the students would lose respect for my word. I couldn’t go back on what I had said…” (p. 139). Even after the student’s mother protested angrily, involving Clark’s principal in the dispute, Clark felt compelled to abide by his word. “Nancy survived her detention,” he writes, “And that class went on to have twenty-three days in a row where each child in the class turned in every piece of homework” (p. 141).

3. Be kind.

Kindness makes a life fulfilling, Clark writes, so he schools students in specific ways to demonstrate kindness. In some instances, this concept is reflected in small, strategic behaviors such as Rule 23: “Know other teachers’ names and greet them in the hall.” In other cases, kindness should happen in a more open-ended way, as Rule 11 indicates: “Surprise others by performing random acts of kindness. Go out of your way to do something surprisingly kind and generous for someone at least once a month” (p. 29).

Clark tells the story of winning the Disney Teacher of the Year award, which was presented to him at Disneyland. In the true spirit of Rule 11, he raised over $16,000 to take his entire class with him to receive the award. He recalls that, instead of exploding with joy over his surprise announcement of the trip, “many of the kids just put their faces in their hands and started crying… it was obvious that the opportunity to go on a once-in-a-lifetime trip meant a great deal to them” (p. 42). He goes on to note that moments like this one motivate him to continue teaching.

4. Strive for excellence.

Clark demands excellence in everything from manners to homework, and reports that students almost always rise to his high expectations. This idea motivates rules such as Rule 14, “Answer all written questions with a complete sentence” (p. 50) and Rule 41, “At home, answer your phone in a polite and appropriate manner” (p. 119). For students in Mr. Clark’s class, every task (even the seemingly trivial) provides an opportunity to achieve excellence.

Clark is more direct in demanding excellence toward the end of the book with Rule 51, “Live so that you will never have regrets” (p. 144) and Rule 55, “Be the best person you can be” (p. 158). Clark tells of trips with his students to the White House, Disneyland, North Carolina, movie theatres, and more—all of which demonstrate his commitment to excellence in education. Conversely, he refuses to let his students settle for anything less than their personal best. “It is important not to let external factors keep you from developing who you are and the person you are trying to become,” he writes. “Be the best person you can be” (p. 158).

In the end, The Essential 55 challenges readers to examine their behavior and demand that others do the same. While the rules are generally more practical than pedagogical, and some may seem odd at first blush, this book is nothing if not inspiring. Additionally, the segmented composition makes it easy to study one rule, put down the book, and return later. So whether he is offering tips for extracting homework from students or simply telling readers where to stand on an escalator, Ron Clark makes a powerful case for why he deserved the Disney Teacher of the Year award—and how other educators can achieve similar, outstanding success.

About the Author

Jenny Corum Billman is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of the forensic team and a Scholar of the College.

Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book does not constitute endorsement by the NFL.
Academic All Americans

(September 1, 2009 through November 30, 2009)

ALABAMA
The Altamont School
Adrienne Arijanto

CALIFORNIA
Chaminade College Preparatory
Neeraj Chandra

COLORADO
Delta High School
Robert Duran

FLORIDA
Western High School
Chloe Rittenhouse

ILLINOIS
Highland Park High School
Jacob Arber

INDIANA
Carmel High School
Clinton Grable

IOWA
Des Moines Roosevelt
Adele Crane
Amelia Martin

KANSAS
Sacred Heart Jr./Sr. High School
Kelsea Worcester
Sean Bender
Gavin K. Hanson

MASSACHUSETTS
Newton South High School
Luckmini Liyanage

MINNESOTA
St. Francis High School
Hannah Houle
Walker High School
Laryssa Schoeck

MISSISSIPPI
Hattiesburg High School
Grant Krag

MISSOURI
Ritenour High School
Kyle La Velle
Morristown High School
Daniel Knapp

PENNSYLVANIA
Danville Area High School
Kristine Oren
McDowell High School
Claire Young
North Allegheny High School
Annie Yan
Bonnie Yan
Kyle Zhu

TENNESSEE
Battle Ground Academy
Garrett Jackson

TEXAS
Hendrickson High School
Sheyda Aboii
Plano Sr. High School
Justin Amos
Glenn Bauman
Jenna Chen
Courtney Cockrell
Alexandra Elam
Kushal Gulati
Tomas Lorinc
Sachin Shah
Gursimran Singh
Timothy Tsang
Crystal Xia
Vanguard College Prep School
Dylan Losey

VIRGINIA
Blacksburg High School
Carl David Goette-Luciak

WASHINGTON
Mountain View High School
Liya Mo
Jing Xue

WISCONSIN
North High School
Alice Zhao
IDEA’S GLOBAL EVENTS

HIGH SCHOOL  The People Speak Global Debates challenge young people everywhere to speak up and change the world. Students participate within their communities and schools by holding a public debate, by reaching out to their elected leaders, and by taking an active role in their communities. The free, comprehensive toolkit walks students through every aspect of the Global Debates, allowing teams to take the lead in completing their project. In spring 2010, students will have the months of March and April to hold their public debate. Winning teams and their teacher receive all-expenses-paid trips to the IDEA Youth Forum. To learn more, visit ThePeopleSpeak.org.

MIDDLE SCHOOL  The IDEA-NJFL National Tournament is the premiere middle school debate event. This large open tournament, featuring a variety of formats including storytelling and poetry as well as popular debate formats, is designed to instill and nurture in younger students an appreciation for divergent viewpoints and diverse cultures. The 2010 tournament takes place in Iowa City, Iowa, June 24-27.

HIGH SCHOOL  The International Tournament of Champions, a Worlds-style event, brings together high school students from as far away as Canada, the Philippines, India, and Korea for two days of competition and friendship-building activities. This event is unique because it takes place on the campus of Willamette University in Salem, Oregon, offering competitors a taste of undergraduate life. Students stay in dorms and enjoy free time on campus after competition. Willamette University conducts a workshop the day before the tournament. The 2010 ITOC takes place May 22-23.

HIGH SCHOOL  The IDEA Youth Forum, now in its 16th year, gathers 250 young people from more than 30 countries for nearly three weeks of competitions, workshops, and cultural experiences. IDEA groups participants from different countries into three-person teams. Team members must work together to address controversial issues. The 2010 Youth Forum will take place in The Netherlands, July 22-August 4.
## NFL District Standings

*(as of December 1, 2009)*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Change</th>
<th>District</th>
<th>Average No. of Degrees</th>
<th>Leading Chapter</th>
<th>No. of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Three Trails (KS)</td>
<td>216</td>
<td>Blue Valley North High School</td>
<td>620</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Kansas Flint-Hills</td>
<td>177</td>
<td>Washburn Rural High School</td>
<td>341</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Calif. Coast (CA)</td>
<td>171</td>
<td>Leland High School</td>
<td>633</td>
</tr>
<tr>
<td>4</td>
<td>-1</td>
<td>East Los Angeles (CA)</td>
<td>168</td>
<td>Gabrielsoni High School</td>
<td>645</td>
</tr>
<tr>
<td>5</td>
<td>-4</td>
<td>New York City</td>
<td>158</td>
<td>Regis High School</td>
<td>643</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>Northwest Indiana</td>
<td>154</td>
<td>Plymouth High School</td>
<td>377</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>San Fran Bay (CA)</td>
<td>152</td>
<td>James Logan High School</td>
<td>562</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>Sierra (CA)</td>
<td>151</td>
<td>Sanger High School</td>
<td>705</td>
</tr>
<tr>
<td>9</td>
<td>-2</td>
<td>Florida Manatee</td>
<td>149</td>
<td>Nova High School</td>
<td>541</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>East Kansas</td>
<td>146</td>
<td>Shawnee Mission East High School</td>
<td>390</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Heart Of America (MO)</td>
<td>142</td>
<td>Liberty Sr. High School</td>
<td>583</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Show Me (MO)</td>
<td>140</td>
<td>Belton High School</td>
<td>313</td>
</tr>
<tr>
<td>13</td>
<td>-1</td>
<td>Nebraska</td>
<td>139</td>
<td>Millard North High School</td>
<td>307</td>
</tr>
<tr>
<td>14</td>
<td>-8</td>
<td>Southern Minnesota</td>
<td>137</td>
<td>Eagan High School</td>
<td>524</td>
</tr>
<tr>
<td>15</td>
<td>-10</td>
<td>Ozark (MO)</td>
<td>136</td>
<td>Central High School - Springfield</td>
<td>550</td>
</tr>
<tr>
<td>16</td>
<td>-4</td>
<td>Northern South Dakota</td>
<td>130</td>
<td>Aberdeen Central High School</td>
<td>260</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>Rushmore (SD)</td>
<td>130</td>
<td>Sioux Falls Lincoln High School</td>
<td>446</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td>Sunflower (KS)</td>
<td>125</td>
<td>Wichita East High School</td>
<td>251</td>
</tr>
<tr>
<td>19</td>
<td>6</td>
<td>Illini (IL)</td>
<td>122</td>
<td>Downers Grove South High School</td>
<td>337</td>
</tr>
<tr>
<td>20</td>
<td>-5</td>
<td>South Texas</td>
<td>119</td>
<td>Bellaire High School</td>
<td>727</td>
</tr>
<tr>
<td>21</td>
<td>5</td>
<td>Eastern Ohio</td>
<td>117</td>
<td>Perry High School</td>
<td>253</td>
</tr>
<tr>
<td>22</td>
<td>-2</td>
<td>Southern California</td>
<td>114</td>
<td>Claremont High School</td>
<td>288</td>
</tr>
<tr>
<td>22</td>
<td>--</td>
<td>West Kansas</td>
<td>114</td>
<td>Buhler High School</td>
<td>266</td>
</tr>
<tr>
<td>24</td>
<td>-5</td>
<td>Northern Illinois</td>
<td>108</td>
<td>Glenbrook South High School</td>
<td>307</td>
</tr>
<tr>
<td>25</td>
<td>4</td>
<td>Carver-Truman (MO)</td>
<td>104</td>
<td>Neosho High School</td>
<td>351</td>
</tr>
<tr>
<td>26</td>
<td>-10</td>
<td>Central Minnesota</td>
<td>101</td>
<td>Eastview High School</td>
<td>335</td>
</tr>
<tr>
<td>26</td>
<td>-2</td>
<td>New Jersey</td>
<td>101</td>
<td>Ridge High School</td>
<td>241</td>
</tr>
<tr>
<td>26</td>
<td>8</td>
<td>Golden Desert (NV)</td>
<td>101</td>
<td>Green Valley High School</td>
<td>348</td>
</tr>
<tr>
<td>29</td>
<td>2</td>
<td>Idaho Mountain River</td>
<td>100</td>
<td>Hillcrest High School</td>
<td>298</td>
</tr>
<tr>
<td>30</td>
<td>-3</td>
<td>New England (MA and NH)</td>
<td>99</td>
<td>Manchester Essex Regional High School</td>
<td>248</td>
</tr>
<tr>
<td>30</td>
<td>-1</td>
<td>Rocky Mountain-South (CO)</td>
<td>99</td>
<td>George Washington High School</td>
<td>304</td>
</tr>
<tr>
<td>32</td>
<td>-5</td>
<td>Northern Ohio</td>
<td>98</td>
<td>Canfield High School</td>
<td>207</td>
</tr>
<tr>
<td>33</td>
<td>1</td>
<td>South Kansas</td>
<td>97</td>
<td>Fort Scott High School</td>
<td>253</td>
</tr>
<tr>
<td>34</td>
<td>7</td>
<td>Deep South (AL)</td>
<td>93</td>
<td>The Montgomery Academy</td>
<td>242</td>
</tr>
<tr>
<td>35</td>
<td>6</td>
<td>East Texas</td>
<td>91</td>
<td>Klein High School</td>
<td>207</td>
</tr>
<tr>
<td>36</td>
<td>8</td>
<td>Chesapeake (MD)</td>
<td>90</td>
<td>Walt Whitman High School</td>
<td>330</td>
</tr>
<tr>
<td>37</td>
<td>12</td>
<td>Utah-Wasatch</td>
<td>89</td>
<td>Sky View High School</td>
<td>208</td>
</tr>
<tr>
<td>37</td>
<td>-4</td>
<td>North East Indiana</td>
<td>89</td>
<td>Chesterton High School</td>
<td>368</td>
</tr>
<tr>
<td>37</td>
<td>-5</td>
<td>Montana</td>
<td>89</td>
<td>Flathead High School</td>
<td>207</td>
</tr>
<tr>
<td>37</td>
<td>4</td>
<td>Florida Panther</td>
<td>89</td>
<td>Trinity Preparatory School</td>
<td>279</td>
</tr>
<tr>
<td>41</td>
<td>6</td>
<td>Idaho Gem of the Mountain</td>
<td>88</td>
<td>Mountain Home High School</td>
<td>289</td>
</tr>
<tr>
<td>42</td>
<td>7</td>
<td>Eastern Missouri</td>
<td>86</td>
<td>Ladue Horton Watkins High School</td>
<td>195</td>
</tr>
<tr>
<td>43</td>
<td>-5</td>
<td>Tarheel East (NC)</td>
<td>84</td>
<td>Pincrest High School</td>
<td>154</td>
</tr>
<tr>
<td>44</td>
<td>-8</td>
<td>Colorado</td>
<td>83</td>
<td>Cherry Creek High School</td>
<td>310</td>
</tr>
<tr>
<td>45</td>
<td>11</td>
<td>Great Salt Lake (UT)</td>
<td>82</td>
<td>Skyline High School</td>
<td>192</td>
</tr>
<tr>
<td>45</td>
<td>18</td>
<td>South Carolina</td>
<td>82</td>
<td>Southside High School</td>
<td>252</td>
</tr>
<tr>
<td>45</td>
<td>15</td>
<td>Georgia Northern Mountain</td>
<td>82</td>
<td>Henry W. Gardy High School</td>
<td>249</td>
</tr>
<tr>
<td>45</td>
<td>1</td>
<td>Sundance (UT)</td>
<td>82</td>
<td>Bingham High School</td>
<td>212</td>
</tr>
<tr>
<td>49</td>
<td>-13</td>
<td>Hoosier Crossroads (IN)</td>
<td>81</td>
<td>Kokoma High School</td>
<td>214</td>
</tr>
<tr>
<td>49</td>
<td>7</td>
<td>Greater Illinois</td>
<td>81</td>
<td>Belleville West High School</td>
<td>163</td>
</tr>
<tr>
<td>51</td>
<td>10</td>
<td>Carolina West (NC)</td>
<td>79</td>
<td>Myers Park High School</td>
<td>214</td>
</tr>
<tr>
<td>51</td>
<td>2</td>
<td>Central Texas</td>
<td>79</td>
<td>Winston Churchill High School</td>
<td>229</td>
</tr>
<tr>
<td>53</td>
<td>1</td>
<td>West Iowa</td>
<td>77</td>
<td>West Des Moines Valley High School</td>
<td>241</td>
</tr>
</tbody>
</table>
## NFL District Standings

(as of December 1, 2009)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Change</th>
<th>District</th>
<th>Average No. of Degrees</th>
<th>Leading Chapter</th>
<th>No. of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>-6</td>
<td>Arizona</td>
<td>77</td>
<td>Desert Vista High School</td>
<td>299</td>
</tr>
<tr>
<td>53</td>
<td>-2</td>
<td>North Coast (OH)</td>
<td>77</td>
<td>Gilmour Academy</td>
<td>140</td>
</tr>
<tr>
<td>53</td>
<td>6</td>
<td>Wind River (WY)</td>
<td>77</td>
<td>Green River High School</td>
<td>192</td>
</tr>
<tr>
<td>57</td>
<td>6</td>
<td>Northern Wisconsin</td>
<td>76</td>
<td>Appleton East High School</td>
<td>129</td>
</tr>
<tr>
<td>57</td>
<td>10</td>
<td>Heart Of Texas</td>
<td>76</td>
<td>Westlake High School</td>
<td>184</td>
</tr>
<tr>
<td>59</td>
<td>2</td>
<td>West Los Angeles (CA)</td>
<td>75</td>
<td>La Reina High School</td>
<td>162</td>
</tr>
<tr>
<td>60</td>
<td>-6</td>
<td>Northern Lights (MN)</td>
<td>73</td>
<td>St. Francis High School</td>
<td>220</td>
</tr>
<tr>
<td>60</td>
<td>-22</td>
<td>North Dakota Roughrider</td>
<td>73</td>
<td>Fargo South High School</td>
<td>174</td>
</tr>
<tr>
<td>62</td>
<td>-17</td>
<td>Southern Wisconsin</td>
<td>72</td>
<td>Brookfield East High School</td>
<td>170</td>
</tr>
<tr>
<td>62</td>
<td>1</td>
<td>Hole In The Wall (WY)</td>
<td>72</td>
<td>Cheyenne East High School</td>
<td>221</td>
</tr>
<tr>
<td>64</td>
<td>-13</td>
<td>Michigan</td>
<td>70</td>
<td>Portage Northern High School</td>
<td>203</td>
</tr>
<tr>
<td>64</td>
<td>15</td>
<td>Western Washington</td>
<td>70</td>
<td>Gig Harbor High School</td>
<td>212</td>
</tr>
<tr>
<td>66</td>
<td>8</td>
<td>Louisiana</td>
<td>69</td>
<td>Comeaux High School</td>
<td>162</td>
</tr>
<tr>
<td>66</td>
<td>4</td>
<td>Pittsburgh (PA)</td>
<td>69</td>
<td>North Allegheny High School</td>
<td>232</td>
</tr>
<tr>
<td>66</td>
<td>3</td>
<td>Space City (TX)</td>
<td>69</td>
<td>Kerr High School</td>
<td>136</td>
</tr>
<tr>
<td>69</td>
<td>-31</td>
<td>Inland Empire (WA)</td>
<td>68</td>
<td>Central Valley High School</td>
<td>129</td>
</tr>
<tr>
<td>69</td>
<td>10</td>
<td>North Texas Longhorns</td>
<td>68</td>
<td>Flower Mound High School</td>
<td>177</td>
</tr>
<tr>
<td>71</td>
<td>11</td>
<td>Lone Star (TX)</td>
<td>67</td>
<td>Plano Sr. High School</td>
<td>209</td>
</tr>
<tr>
<td>71</td>
<td>-5</td>
<td>East Iowa</td>
<td>67</td>
<td>Indianola High School</td>
<td>209</td>
</tr>
<tr>
<td>71</td>
<td>5</td>
<td>Florida Sunshine</td>
<td>67</td>
<td>Pine View School</td>
<td>163</td>
</tr>
<tr>
<td>71</td>
<td>-1</td>
<td>Nebraska South</td>
<td>67</td>
<td>Lincoln East High School</td>
<td>214</td>
</tr>
<tr>
<td>75</td>
<td>-5</td>
<td>Valley Forge (PA)</td>
<td>66</td>
<td>Truman High School</td>
<td>143</td>
</tr>
<tr>
<td>76</td>
<td>5</td>
<td>Big Valley (CA)</td>
<td>65</td>
<td>James Enochs High School</td>
<td>142</td>
</tr>
<tr>
<td>76</td>
<td>-9</td>
<td>Kentucky</td>
<td>65</td>
<td>Grant County High School</td>
<td>182</td>
</tr>
<tr>
<td>78</td>
<td>-2</td>
<td>New Mexico</td>
<td>64</td>
<td>Albuquerque Academy</td>
<td>148</td>
</tr>
<tr>
<td>78</td>
<td>-5</td>
<td>West Oklahoma</td>
<td>64</td>
<td>Norman North High School</td>
<td>223</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>Colorado Grande</td>
<td>63</td>
<td>Central of Grand Junction High School</td>
<td>139</td>
</tr>
<tr>
<td>80</td>
<td>-6</td>
<td>Mississippi</td>
<td>63</td>
<td>Oak Grove High School</td>
<td>168</td>
</tr>
<tr>
<td>82</td>
<td>--</td>
<td>Rocky Mountain-North (CO)</td>
<td>61</td>
<td>Rocky Mountain High School</td>
<td>147</td>
</tr>
<tr>
<td>83</td>
<td>5</td>
<td>Georgia Southern Peach</td>
<td>60</td>
<td>Carrollton High School</td>
<td>121</td>
</tr>
<tr>
<td>83</td>
<td>5</td>
<td>Western Ohio</td>
<td>60</td>
<td>Notre Dame Academy</td>
<td>100</td>
</tr>
<tr>
<td>85</td>
<td>10</td>
<td>Tall Cotton (TX)</td>
<td>59</td>
<td>Seminole High School</td>
<td>118</td>
</tr>
<tr>
<td>85</td>
<td>-7</td>
<td>Tennessee</td>
<td>59</td>
<td>Morristown West High School</td>
<td>155</td>
</tr>
<tr>
<td>87</td>
<td>3</td>
<td>Gulf Coast (TX)</td>
<td>58</td>
<td>Gregory Portland High School</td>
<td>171</td>
</tr>
<tr>
<td>87</td>
<td>-31</td>
<td>New York State</td>
<td>58</td>
<td>Scarsdale High School</td>
<td>143</td>
</tr>
<tr>
<td>87</td>
<td>-2</td>
<td>Hoosier Heartland (IN)</td>
<td>58</td>
<td>Fishers High School</td>
<td>118</td>
</tr>
<tr>
<td>90</td>
<td>2</td>
<td>UIL (TX)</td>
<td>56</td>
<td>Hallsville High School</td>
<td>142</td>
</tr>
<tr>
<td>90</td>
<td>-5</td>
<td>Capitol Valley (CA)</td>
<td>56</td>
<td>Mira Loma High School</td>
<td>173</td>
</tr>
<tr>
<td>92</td>
<td>7</td>
<td>Puget Sound (WA)</td>
<td>55</td>
<td>Kamiak High School</td>
<td>150</td>
</tr>
<tr>
<td>93</td>
<td>--</td>
<td>East Oklahoma</td>
<td>54</td>
<td>Jenks High School</td>
<td>195</td>
</tr>
<tr>
<td>93</td>
<td>-2</td>
<td>South Florida</td>
<td>54</td>
<td>Michael Krop High School</td>
<td>124</td>
</tr>
<tr>
<td>95</td>
<td>-2</td>
<td>North Oregon</td>
<td>53</td>
<td>Sprague High School</td>
<td>124</td>
</tr>
<tr>
<td>96</td>
<td>2</td>
<td>LBJ (TX)</td>
<td>50</td>
<td>Princeton High School</td>
<td>149</td>
</tr>
<tr>
<td>97</td>
<td>7</td>
<td>Iroquois (NY)</td>
<td>48</td>
<td>R. L. Thomas High School</td>
<td>100</td>
</tr>
<tr>
<td>97</td>
<td>3</td>
<td>South Oregon</td>
<td>48</td>
<td>Ashland High School</td>
<td>117</td>
</tr>
<tr>
<td>99</td>
<td>-4</td>
<td>Sagebrush (NV)</td>
<td>47</td>
<td>Reno High School</td>
<td>161</td>
</tr>
<tr>
<td>100</td>
<td>2</td>
<td>West Virginia</td>
<td>46</td>
<td>Wheeling Park High School</td>
<td>69</td>
</tr>
<tr>
<td>101</td>
<td>-14</td>
<td>Pennsylvania</td>
<td>44</td>
<td>Bellwood-Antis High School</td>
<td>114</td>
</tr>
<tr>
<td>102</td>
<td>3</td>
<td>Maine</td>
<td>43</td>
<td>Lewiston High School</td>
<td>84</td>
</tr>
<tr>
<td>103</td>
<td>-2</td>
<td>Virginia</td>
<td>42</td>
<td>West Potomac High School</td>
<td>86</td>
</tr>
<tr>
<td>103</td>
<td>-6</td>
<td>Hawaii</td>
<td>42</td>
<td>Punahou School</td>
<td>120</td>
</tr>
<tr>
<td>105</td>
<td>-3</td>
<td>West Texas</td>
<td>41</td>
<td>Ysleta High School</td>
<td>65</td>
</tr>
<tr>
<td>106</td>
<td>--</td>
<td>Pacific Islands</td>
<td>17</td>
<td>CheongShim Int'l Academy</td>
<td>58</td>
</tr>
</tbody>
</table>
Welcome new affiliates!

East Anchorage High School, AK
West Anchorage High School, AK
Highland High School, AZ
Mesquite High School, AZ
Abraham Lincoln Sr. High, CA
Highlands Academy of Arts & Design, CA
Marc & Eva Stern Math & Science School, CA
Stockton Early College Academy, CA
East River High School, FL
Smith Prep, FL
Langston Hughes High School, GA
North Forsyth High School, GA
George Washington High School, GU
Okkodo High School, GU
Renaissance Magnet High School, ID
Libertyville High School, IL
Bloomington High School South, IN
North Montgomery High School, IN
Catholic High School, LA
Atholton High School, MD
Robbinsdale Armstrong High School, MN
Vancleave High School, MS
West Tallahatchie High School, MS
St. Charles High School, MO
Las Vegas High School, NV
Hobbs High School, NM
Cresset Christian Academy, NC
Middle College High School (Durham), NC
School of Inquiry & Life Sciences at Asheville, NC
Thompson High School, ND
Harrison High School, NY
Marburn Academy, OH
Revere High School, OH
Gettysburg Area High School, PA
Penncrest High School, PA
The Shipley School, PA
Douglas High School, TN
Lancaster Christian Academy, TN
Sevier County High School, TN
Andy Dekaney High School, TX
China Spring High School, TX
Iowa Park High School, TX
Tuloso-Midway High School, TX
West Orange-Stark High School, TX
Cedar Park Christian Schools, UT
Panguitch High School, UT
Roy High School, UT
Westlake High School, UT
Graham-Kapowsin High School, WA
The Bear Creek School, WA
Walla Walla High School, WA
Kewaskum High School, WI

Champion Coaches Championing Tomorrow’s Champions

Florida Forensic Institute
and
National Coaches Institute

Regular Session: July 23 - August 6, 2010
Optional Extension: August 6 - 9, 2010

www.ffil4n6.com

• Small labs with top instructors from across the country
• Specialized curriculum for all levels of expertise
• Individual attention
• Supervised hotel accommodations
• Excellent research and instructional facilities
• Affordable tuition for a CHAMPIONSHIP EXPERIENCE
• Optional session extension gives students a chance to delve further or switch gears

WHY FFI?

Now offering training for middle school (grades 6-8) students and coaches!

This year the Florida Forensic Institute celebrates its 19th anniversary. FFI is one of America’s oldest and most successful summer speech and debate institutes! The truth lies in the results. FFI and its coaches have produced more national champions and finalists than any other program!

www.ffil4n6.com

Not all summer forensic institutes are created equal—and at FFI, we continue to prove it!
At WKU, we realize that becoming a great competitor takes more than flash and style. It takes heart, substance and hard work to master the activity and make final rounds at Nationals. The WKU Summer Forensics Institute (SFI) offers personalized, intensive study in four major areas for senior division, and three major areas for junior division students.

There is a reason that WKU is home to more high school and collegiate national champions than any other program in the country. WKU’s SFI challenges students to strive to become the very best and then gives them the tools needed to be champions. If you want to compete like a champion, you need to work with the champions at WKU’s SFI.

Payment plan available when you sign up by February!
20 YEARS FROM NOW,
YOU’LL ARGUE THIS IS WHERE YOU
EMERGED AS A GREAT LEADER.
AND NO ONE WILL DARE REBUT YOU.

WHERE WILL THE NFL TAKE YOUR FUTURE?

· MEDIA MOGUL
· TOP JOURNALIST
· SUPREME COURT
JUSTICE
· PRESIDENT OF THE
UNITED STATES

Many National Forensic League members go on to do great things. Perhaps, including you. Lincoln Financial Group. Proud sponsor of the NFL. Visit lincolnnfinancial.com/nfl to learn more about our sponsorship.